December 5, 2024

General Education Assessment of Artifacts Fall 2021, Spring 2022, Fall 2022 and Spring 2023

Report to the Provost and Vice President for Academic Affairs

This paper summarizes the findings from the assessment of 552 artifacts from fall 2021, 343 artifacts from spring 2022, 186 artifacts from fall 2022, and 186 artifacts from spring 2023 against the Alternate Writing, Writing, Analytic Reasoning, Quantitative Reasoning, Information Management, and Scientific Reasoning General Education rubrics.

Contents

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General Education Assessment Report Fall 2021, Spring 2022, Fall 2022 and Spring 2023

EXECUTIVE SUMMARY

This report provides an analysis of the General Education Assessment conducted over four academic semesters: Fall 2021, Spring 2022, Fall 2022, and Spring 2023. The assessment attempted to evaluate student performance across several General Education competencies: Analytical Reasoning, Writing, Quantitative Reasoning, Information Management, and Scientific Reasoning. A total of 1,267 student artifacts were collected and assessed using rubrics, with faculty from various departments contributing to the evaluation process.

Key Findings: Generally, spring scores were higher than fall scores. This could be attributed to a number of factors including sample size, improvement in Student Proficiency, alignment of artifacts with rubrics, stronger cohorts, and increased familiarity with assessment tools. In addition, the results of the assessment revealed that students generally performed at a "Developing" level across most competencies, with slight variations observed between different semesters. Writing emerged as a relative strength, with noticeable improvements in grammar, mechanics. Analytical Reasoning also showed some positive trends, particularly on the dimensions Issue: Identify and explain the issue, problem, or questions, and Evidence: Present, organize, and evaluate sufficient and relevant evidence. However, the data highlighted challenges in Scientific Reasoning, where the majority of students were assessed at or below the "Novice" level in three of the four semesters analyzed. Students struggled with all dimensions of this rubric but performed best on generating or stating a research question and/or experimental objective that can be investigated using scientific methods/scientific reasoning. This would appear to indicate that there needs to be more focused instruction on all the dimensions of this rubric. Fall 2022 Quantitative Reasoning also presented challenges, with students finding it difficult to analyze and interpret quantitative data accurately.

Implications and Recommendations: The assessment findings point to the need for targeted interventions to address the gaps identified in student performance. Scientific Reasoning, in particular, requires immediate attention, with recommendations for curriculum enhancement and additional resources to support student learning in this area. Similarly, improving Quantitative Reasoning skills should be a priority, with suggestions to integrate more applied learning opportunities that allow students to practice and refine these skills. The report also emphasizes the importance of continuous faculty development in rubric-based assessment to ensure consistency and accuracy in evaluating student work. Furthermore, the report recommends sustained collaboration among departments to

strengthen the integration of General Education competencies across the curriculum, ensuring that these essential skills are reinforced throughout students' academic journeys.

Conclusion: This general education assessment highlights areas of progress, particularly in Writing and Analytical Reasoning, it also underscores the ongoing challenges in Scientific and Quantitative Reasoning. By addressing these gaps through targeted curriculum enhancements and faculty support, the institution can better equip students with the essential skills needed for academic success and sustained learning over time.

INTRODUCTION

The General Education Working Group contributed to the development of this report. This group supports the ongoing assessment work for the college. The Working Group consists of faculty from several academic departments as well as the Director for Policy Analysis for General Education and Student Learning Outcomes. This group has the following charge:

- Recommend policies and procedures for General Education assessment
- Facilitate the assessment process
- Disseminate assessment results, in the form of an annual report, to relevant stakeholders
- Revise the General Education assessment protocol on an ongoing basis as needed
- When appropriate, collaborate with the Senate Committee on Assessment and Institutional Effectiveness.

METHODOLOGY

In June 2022 13 raters assessed 552 Fall 2021 artifacts and 343 Spring 2022 artifacts several times. In June 2023 9 raters assessed 186 Fall 2022 artifacts and 186 Spring 2023 several times. During each assessment period:

- An email announcement was sent to all QCC faculty requesting that they submit artifacts as part of the General Education Project
- Interested faculty completed an online survey in which they identified which of their courses would be assessed and which rubrics were to be used in the assessment project.
- Faculty submitted artifacts using one of the following methods:
    i. Submitting electronic copies
    ii. Placing the artifacts in DropBox

- All faculty raters assessed the artifacts using Outcomes Assessment Project (formerly called Aqua by Watermark) assessment software.
- Faculty who submitted artifacts were sent a confidential memo outlining their students' performance on these General Education rubrics.

RESULTS[1]

Fall 2021 data[2]

Analytical Reasoning Rubric

The faculty evaluated 475 artifacts for Analytic Reasoning using a rubric with three dimensions. Each artifact was rated on a 4-point scale. The average score across all the dimensions of the rubric was 2.37, *which represents competence at the lower Developing range of the rubric.*

Average ratings for each of the three dimensions were as follows, each on the 4-point scale:

(1) **Identify and explain the issue, problem, or question**: 2.55 (middle Developing)
(2) **Present, organize, and evaluate sufficient and relevant evidence**: 2.30 (lower Developing)
(3) **Reach an informed conclusion or solution**: 2.25 (lower Developing)

Writing Rubric

Faculty evaluated 154 Writing artifacts for which all four dimensions of the rubric were applicable. Thus, each artifact was rated on four dimensions on a 4-point scale. The average score across all four dimensions of the rubric was 2.58, *which represents competence at the middle Developing range of the rubric.*

Average ratings for each of the four dimensions were as follows, each on the 4-point scale:

(1) **Awareness of audience, purpose, and genre**: 2.65 (upper Developing)
(2) **Content development and organization**: 2.48 (lower Developing)
(3) **Control of grammar and mechanics**: 2.76 (upper Developing)

[1] Trend data is listed in Appendix A

[2] The numerical scores represent average scores.

(4) **Evidence and/or sources**: 2.42 (lower Developing)

Writing Rubric (without the fourth dimension)

Faculty evaluated 321 Writing artifacts for which the fourth dimension (Evidence and/or sources) was not applicable. The average score across the three dimensions of the rubric was 2.57, *which represents competence at the middle Developing range of the rubric.*

Average ratings for each of the three dimensions were as follows, each on the 4-point scale:

(1) **Awareness of audience, purpose, and genre**: 2.59 (middle Developing)
(2) **Content development and organization**: 2.41 (lower Developing)
(3) **Control of grammar and mechanics**: 2.71 (upper Developing)

Quantitative Reasoning

The faculty evaluated 172 Quantitative Reasoning artifacts. The average score across the three dimensions of the rubric was 2.44, *which represents competence at the lower Developing range of the rubric.*

Average ratings for each of the three dimensions were as follows, each on the 4-point scale:

(1) **Identify and Extract relevant quantitative information**: 2.72 (upper Developing)
(2) **Application of Quantitative Data to Derive Information**: 2.51 (middle Developing)
(3) **Analysis, explanation, and interpretation of quantitative results**: 2.08 (lower Developing)

Information Management

The faculty evaluated 88 Information Management artifacts. The average score across the three dimensions of the rubric was 2.36, *which represents competence at the lower Developing range of the rubric.*

Average ratings for each of the three dimensions were as follows, each on the 4-point scale:

(1) **Identify the scope of inquiry or investigation needed for the assignment:** 2.57 (middle Developing)
(2) **Navigate digital responses to obtain relevant information**: 2.28 (lower Developing)
(3) **Use Information**: 2.24 (lower Developing)

Scientific Reasoning

The faculty evaluated 126 Scientific Reasoning artifacts. The average score across the five dimensions of the rubric was 0.93, *which represents competence at a level below the Novice range of the rubric.*

Average ratings for each of the five dimensions were as follows, each on the 4-point scale:

(1) Generates or states a research question and/or experimental objective that can be investigated using scientific methods/scientific reasoning 1.15 (lower Novice)
(2) Uses scientific methods/scientific reasoning to devise a hypothesis or thesis statement and/or writes an introduction for the experiment 0.79 (below Novice)
(3) Gathers evidence/data to test the hypothesis or thesis statement 0.94 (below Novice)
(4) Analyzes or synthesizes evidence/data to evaluate the hypothesis 0.92 (below Novice)
(5) Uses scientific reasoning to draw conclusion(s) based on the analysis of the evidence/data 0.86 (below Novice)

Spring 2022 data[3]

Analytical Reasoning Rubric

The faculty evaluated 274 artifacts for Analytic Reasoning using a rubric with three dimensions. Each artifact was rated on a 4-point scale. The average score across all the dimensions of the rubric was 2.86, *which represents competence at the upper Developing range of the rubric.*

Average ratings for each of the three dimensions were as follows, each on the 4-point scale:

(1) **Identify and explain the issue, problem, or question**: 3.05 (lower Competent)
(2) **Present, organize, and evaluate sufficient and relevant evidence**: 2.77 (upper Developing)
(3) **Reach an informed conclusion or solution**: 2.75 (upper Developing)

Writing Rubric

Faculty evaluated 66 Writing artifacts for which all four dimensions of the rubric were applicable. Thus, each artifact was rated for four dimensions on a 4-point scale. The average score across all four dimensions of the rubric was 2.70, *which represents competence at the upper Developing range of the rubric.*

[3] The numerical scores represent average scores.

Average ratings for each of the four dimensions were as follows, each on the 4-point scale:

(1) **Awareness of audience, purpose, and genre**: 2.74 (upper Developing)
(2) **Content development and organization**: 2.63 (upper Developing)
(3) **Control of grammar and mechanics**: 2.87 (upper Developing)
(4) **Evidence and/or sources**: 2.55 (middle Developing)

Writing Rubric (without the fourth dimension)

Faculty evaluated 208 Writing artifacts for which the fourth dimension (Evidence and/or sources) was not applicable. The average score across the three dimensions of the rubric was 3.11, *which represents competence at the lower Competent range of the rubric.*

Average ratings for each of the three dimensions were as follows, each on the 4-point scale:

(1) **Awareness of audience, purpose, and genre**: 3.20 (lower Competent)
(2) **Content development and organization**: 2.99 (upper Developing)
(3) **Control of grammar and mechanics**: 3.13 (lower Competent)

Quantitative Reasoning

The faculty evaluated 77 Quantitative Reasoning artifacts. The average score across the three dimensions of the rubric was 2.13, *which represents competence at the lower Developing range of the rubric.*

Average ratings for each of the three dimensions were as follows, each on the 4-point scale:

(1) **Identify and Extract relevant quantitative information**: 2.48 (lower Developing)
(2) **Application of Quantitative Data to Derive Information**: 2.14 (lower Developing)
(3) **Analysis, explanation, and interpretation of quantitative results**: 1.77 (upper Novice)

Information Management

The faculty evaluated 28 Information Management artifacts. The average score across the three dimensions of the rubric was 2.47, *which represents competence at the lower Developing range of the rubric.*

Average ratings for each of the three dimensions were as follows, each on the 4-point scale:

(1) **Identify the scope of inquiry or investigation needed for the assignment:** 2.63 (upper Developing)

(2) **Navigate digital responses to obtain relevant information**: 2.45 (lower Developing)
(3) **Use Information**: 2.34 (lower Developing)

Scientific Reasoning

The faculty evaluated 54 Scientific Reasoning artifacts. The average score across the five dimensions of the rubric was 1.39, *which represents competence at the lower Novice range of the rubric.*

Average ratings for each of the five dimensions were as follows, each on the 4-point scale:

(1) **Generates or states a research question and/or experimental objective that can be investigated using scientific methods/scientific reasoning** 1.59 (middle Novice)
(2) **Uses scientific methods/scientific reasoning to devise a hypothesis or thesis statement and/or writes an introduction for the experiment** 1.29 (lower Novice)
(3) **Gathers evidence/data to test the hypothesis or thesis statement** 1.43 (lower Novice)
(4) **Analyzes or synthesizes evidence/data to evaluate the hypothesis** 1.34 (lower Novice)
(5) **Uses scientific reasoning to draw conclusion(s) based on the analysis of the evidence/data** 1.28 (lower Novice)

Fall 2022 data[4]

Analytical Reasoning Rubric

The faculty evaluated 167 artifacts for Analytic Reasoning using a rubric with three dimensions. Each artifact was rated on a 4-point scale. The average score across all the dimensions of the rubric was 2.21, *which represents competence at the lower Developing range of the rubric.*

Average ratings for each of the three dimensions were as follows, each on the 4-point scale:

(1) **Identify and explain the issue, problem, or question**: 2.41 (lower Developing)
(2) **Present, organize, and evaluate sufficient and relevant evidence**: 2.14 (lower Developing)
(3) **Reach an informed conclusion or solution**: 2.09 (lower Developing)

Writing Rubric

Faculty evaluated 49 Writing artifacts for which all four dimensions of the rubric were

[4] The numerical scores represent average scores.

applicable. Thus, each artifact was rated for four dimensions on a 4-point scale. The average score across all four dimensions of the rubric was 2.60, *which represents competence at the upper Developing range of the rubric.*

Average ratings for each of the four dimensions were as follows, each on the 4-point scale:

(1) **Awareness of audience, purpose, and genre**: 2.67 (upper Developing)
(2) **Content development and organization**: 2.55 (middle Developing)
(3) **Control of grammar and mechanics**: 2.70 (upper Developing)
(4) **Evidence and/or sources**: 2.49 (lower Developing)

Writing Rubric (without the fourth dimension)

Faculty evaluated 128 Writing artifacts for which the fourth dimension (Evidence and/or sources) was not applicable. The average score across the three dimensions of the rubric was 2.45, *which represents competence at the lower Developing range of the rubric.*

Average ratings for each of the three dimensions were as follows, each on the 4-point scale:

(1) **Awareness of audience, purpose, and genre**: 2.48 (lower Developing)
(2) **Content development and organization**: 2.29 (lower Developing)
(3) **Control of grammar and mechanics**: 2.58 (middle Developing)

Quantitative Reasoning

The faculty evaluated 59 Quantitative Reasoning artifacts. The average score across the three dimensions of the rubric was 1.52, *which represents competence at the middle Novice range of the rubric.*

Average ratings for each of the three dimensions were as follows, each on the 4-point scale:

(1) **Identify and Extract relevant quantitative information**: 1.57 (middle Novice)
(2) **Application of Quantitative Data to Derive Information**: 1.51 (middle Novice)
(3) **Analysis, explanation, and interpretation of quantitative results**: 1.47 (lower Novice)

Information Management

Faculty evaluated 31 Information Management artifacts. The average score across the three dimensions of the rubric was 2.51, *which represents competence at the middle Developing range of the rubric.*

Average ratings for each of the three dimensions were as follows, each on the 4-point scale:

(1) **Identify the scope of inquiry or investigation needed for the assignment:** 2.60 (upper Developing)
(2) **Navigate digital responses to obtain relevant information**: 2.46 (lower Developing)
(3) **Use Information**: 2.46 (lower Developing)

Scientific Reasoning

The faculty evaluated 59 Scientific Reasoning artifacts. The average score across the five dimensions of the rubric was 1.48, *which represents competence at the lower Novice range of the rubric.*

Average ratings for each of the five dimensions were as follows, each on the 4-point scale:

(1) **Generates or states a research question and/or experimental objective that can be investigated using scientific methods/scientific reasoning** 1.76 (upper Novice)
(2) **Uses scientific methods/scientific reasoning to devise a hypothesis or thesis statement and/or writes an introduction for the experiment** 1.49 (lower Novice)
(3) **Gathers evidence/data to test the hypothesis or thesis statement** 1.47 (lower Novice)
(4) **Analyzes or synthesizes evidence/data to evaluate the hypothesis** 1.34 (lower Novice)
(5) **Uses scientific reasoning to draw conclusion(s) based on the analysis of the evidence/data** 1.33 (lower Novice)

Spring 2023 data[5]

Analytical Reasoning Rubric

The faculty evaluated 172 artifacts for Analytic Reasoning using a rubric with three dimensions. Each artifact was rated on a 4-point scale. The average score across all the dimensions of the rubric was 2.60, *which represents competence at the upper Developing range of the rubric.*

Average ratings for each of the three dimensions were as follows, each on the 4-point scale:

(1) **Identify and explain the issue, problem, or question**: 2.74 (upper Developing)
(2) **Present, organize, and evaluate sufficient and relevant evidence**: 2.55 (middle Developing)
(3) **Reach an informed conclusion or solution**: 2.50 (middle Developing)

[5] The numerical scores represent average scores.

Writing Rubric

Faculty evaluated 15 Writing artifacts for which all four dimensions of the rubric were applicable. Thus, each artifact was rated for four dimensions on a 4-point scale. The average score across all four dimensions of the rubric was 3.10, *which represents competence at the lower Competent range of the rubric.*

Average ratings for each of the four dimensions were as follows, each on the 4-point scale:

(1) **Awareness of audience, purpose, and genre**: 3.20 (lower Competent)
(2) **Content development and organization**: 3.01 (lower Competent)
(3) **Control of grammar and mechanics**: 3.18 (lower Competent)
(4) **Evidence and/or sources**: 3.02 (lower Competent)

Writing Rubric (without the fourth dimension)

The faculty evaluated 157 Writing artifacts for which the fourth dimension (Evidence and/or sources) was not applicable. The average score across the three dimensions of the rubric was 2.69, *which represents competence at the upper Developing range of the rubric.*

Average ratings for each of the three dimensions were as follows, each on the 4-point scale:
(1) **Awareness of audience, purpose, and genre**: 2.70 (upper Developing)
(2) **Content development and organization**: 2.57 (middle Developing)
(3) **Control of grammar and mechanics**: 2.80 (upper Developing)

Information Management

Faculty evaluated 66 Information Management artifacts. The average score across the three dimensions of the rubric was 2.36, *which represents competence at the lower Developing range of the rubric.*

Average ratings for each of the three dimensions were as follows, each on the 4-point scale:
(1) **Identify the scope of inquiry or investigation needed for the assignment:** 2.50 (middle Developing)
(2) **Navigate digital responses to obtain relevant information**: 2.33 (lower Developing)
(3) **Use Information**: 2.25 (lower Developing)

Scientific Reasoning

The faculty evaluated 26 Scientific Reasoning artifacts. The average score across the five dimensions of the rubric was 2.77, *which represents competence at the upper Developing range of the rubric.*

Average ratings for each of the five dimensions were as follows, each on the 4-point scale:

(1) **Generates or states a research question and/or experimental objective that can be investigated using scientific methods/scientific reasoning** 2.84 (upper Developing)
(2) **Uses scientific methods/scientific reasoning to devise a hypothesis or thesis statement and/or writes an introduction for the experiment** 2.74 (upper Developing)
(3) **Gathers evidence/data to test the hypothesis or thesis statement** 2.86 (upper Developing)
(4) **Analyzes or synthesizes evidence/data to evaluate the hypothesis** 2.74 (upper Developing)
(5) **Uses scientific reasoning to draw conclusion(s) based on the analysis of the evidence/data** 2.69 (upper Developing)

Analysis of Fall 2021 and Spring 2022 data

Four-dimension writing outcome

Writing Rubric (4 Dimensions)			% change[6]
	fall 2021	spring 2022	fa21-sp22
Awareness of Audience, Purpose and Genre	**2.65**	**2.74**	**3.4**
Content Development and Organization	**2.48**	**2.63**	**6.0**
Control of Grammar and Mechanics	**2.76**	**2.87**	**4.0**
Evidence and/or Sources	**2.42**	**2.55**	**5.4**
Average Across all Dimensions	**2.58**	**2.7**	**4.7**

Scores for the 4-dimension writing rubric increased from fall 2021 to spring 2022, especially on the dimensions of *content development and organization* (6%) and *evidence and/or sourc*es (5%). The other dimensions also showed an increase by a slightly smaller amount. These changes could be attributed to varying courses and different scorers. In addition, the artifact sample size decreased from 154 artifacts in fall 2021 to 66 artifacts in the spring 2022. However, this decrease in the number of artifacts did not result in a large change in scores from one semester to the other. Overall, the scores were within the middle Developing to upper Developing range.

[6] In this report percentage change is the difference resulting from subtracting the data associated with an earlier year (e.g. 2019) from the data associated with the later year (e.g. 2020) and then dividing that difference by the data value associated with the earlier year and multiplying that value by 100 to show it as a percentage. For example, the percentage change from fall 2019 to fall 2020 would be calculated as ((2.97-2.80)/2.80) *100 which rounded would be 6.1%.

Three-dimension writing outcome

Writing Rubric (3 Dimensions)			% change
	fall 2021	spring 2022	fa21-sp22
Awareness of Audience, Purpose and Genre	**2.59**	**3.2**	**23.6**
Content Development and Organization	**2.41**	**2.99**	**24.1**
Control of Grammar and Mechanics	**2.71**	**3.13**	**15.5**
Average Across all Dimensions	**2.57**	**3.11**	**21.0**

Scores for the 3-dimension writing rubric showed large increases from fall 2021 to spring 2022. The largest increases were in *Content Development and Organization (24%)*, and *Awareness of Audience, Purpose and Genre (24%)*. Generally, fall 2021 rubric scores were in the Developing range and in spring 2022 all but one score was in the Competent (3.0 or higher) range of the rubric. It is interesting to see that the 4-dimension writing rubric had much smaller increases in scores from fall 2021 to spring 2022 compared to the 3-dimension writing rubric. These differences might have occurred because there were more 3-dimension writing artifacts assessed compared to 4-dimension artifacts in fall 2021 and spring 2022. Specifically, in fall 2021 321 3-dimension artifacts were assessed and 208 artifacts were assessed in the spring of 2022. This compared to 154 4-dimension writing artifacts being assessed in fall 2021 and 66 4-dimension artifacts assessed in spring 2022.

Analytical Reasoning outcome

	fall 2021	spring 2022	% change
Issue: Identify and Explain the Issue, Problem, or Question	**2.55**	**3.05**	**19.6%**
Evidence: Present, Organize, and Evaluate Sufficient and Relevant Evidence	**2.30**	**2.77**	**20.4%**
Conclusion: Reach an Informed conclusion or Solution	**2.25**	**2.75**	**22.2%**
Average Across all Dimensions	**2.37**	**2.86**	**20.8%**

From fall 2021 to spring 2022, there were large increases in scores. The large increases in scores may be attributed to there being almost twice as many artifacts assessed against this outcome in Fall 2021 (n=475) compared to Spring 2022 (n=274). In addition, the higher average scores in spring 2022 would appear to indicate that the spring 2022 artifacts were more aligned with the dimensions of the rubric than the fall 2021 artifacts. Finally, these large score increases might be attributed to there being stronger students in the spring 2022 cohort compared to the fall 2021 cohort.

Information Management outcome

	fall 2021	spring 2022	% change
Identify the Scope of Inquiry or Investigation Needed for the Assignment	**2.57**	**2.63**	**2.3%**
Navigate Digital Resources to Obtain Relevant Information	**2.28**	**2.45**	**7.4%**
Use Information	**2.24**	**2.34**	**4.5%**
Average Across all Dimensions	**2.36**	**2.47**	**4.7%**

Average scores improved for all Information Management dimensions between fall 2021 and spring 2022. All scores remained in the Developing range on this rubric. It is worth noting that the total number of artifacts scored dropped from 88 in fall 2021 to 28 in spring 2022. Finally, students appear to be more proficient on the *dimension Identify the Scope of Inquiry or Investigation Needed for the Assignment* than on the dimension *Use Information* perhaps suggesting a need for more opportunities to practicing using information.

Quantitative Reasoning outcome

	fall 2021	spring 2022	% change
Identify and Extract Relevant Quantitative Information	**2.72**	**2.48**	**-8.8%**
Application of Quantitative Data to Derive Information	**2.51**	**2.14**	**-14.7%**
Analysis, Explanation, and Interpretation of Quantitative Results	**2.08**	**1.77**	**-14.9%**
Average Across all Dimensions	**2.44**	**2.13**	**-12.7%**

In both fall 2021 and spring 2022, on average, student scores decreased on each dimension of the rubric as the dimensions changed from measuring lower-order cognitive skills (LOCS) like identifying and applying to measuring higher-order cognitive skills (HOCS) like analyzing. Interestingly, the percentage change scores demonstrated greater negative change the higher the cognitive skill being assessed. For example, in Fall 2021, two of the three dimension scores were in the mid to upper Developing range of the rubric. In spring 2022, two of the three dimension scores were in the lower Developing range of the rubric and the third score was in the upper Novice range of the rubric.

Scientific Reasoning Outcome

Scientific Reasoning Rubric (5 Dimensions)			
	fall 2021	**spring 2022**	**% change**
Generates or states a research question and/or experimental objective that can be investigated using scientific methods/scientific reasoning	1.15	1.59	38.3
Uses scientific methods/scientific reasoning	0.79	1.29	63.3
Gathers evidence/data to test the hypothesis or thesis statement	0.94	1.43	52.1
Analyzes or synthesizes evidence/data to evaluate the hypothesis	0.92	1.34	45.7
Uses scientific reasoning to draw conclusion(s) based on the analysis of the evidence/data	0.86	1.28	48.8
Average Across all Dimensions	0.932	1.386	48.7

In fall 2021, the average outcome performance for scientific reasoning was 0.93. This translates to performance below the Novice range of the rubric. The dimension that had a slightly higher average score (among the five dimensions) was the dimension *Generates or states a research question and/or experimental objective that can be investigated using scientific methods/scientific reasoning* (1.15), the dimension *Uses scientific methods/scientific reasoning* (0.79) had the lowest average score.

In spring 2022, the average score across the five dimensions of the rubric was 1.39. This represents performance at the lower Novice range of the rubric. The dimension that had a slightly higher average score among the five dimensions, was *Generates or states a research question and/or experimental objective that can be investigated using scientific methods/scientific reasoning* (1.59). The dimension, *Uses scientific reasoning to draw conclusion(s) based on the analysis of the evidence/data* (1.28) had the lowest average score.

Comparing the fall 2021 and spring 2022 semesters, the dimension *Uses scientific methods/scientific reasoning* had the largest percent change. However, on every dimension of this rubric there was a large positive percent change from fall 2021 to spring 2022. The average percentage change was 49%. Overall, from fall 2021 to spring 2022, on average scores moved from being below the Novice range to being in the lower to mid Novice range on this rubric.

Although, the average percentage change from fall 2021 to spring 2022 was positive, there is still a need to improve students' performance in scientific reasoning because in both semesters, the average performance was at or below the Novice range of the rubric.

As was the case with the other general education outcomes discussed earlier, the percent change in scores from the fall 2021 to the spring 2022 might be attributed to the type of artifacts that were submitted in fall 2021 compared to what was submitted in spring 2022. For example, more lab reports were submitted in the spring 2022 compared to the fall 2021. Lab reports appear to align better than other artifacts with the dimensions of this rubric. In addition, fall 2021 was the first semester that the scientific reasoning rubric was utilized. It may be the case that artifact scores increased from fall 2021 to spring 2022 because scorers became more familiar with this rubric and faculty submitted artifacts that more closely aligned with the dimensions of the rubric.

Analysis of Fall 2022 and Spring 2023 data

Writing Rubric (4 Dimensions) Outcome

Writing Rubric (4 Dimensions)			
	fall 2022	**spring 2023**	**% change**
Awareness of Audience, Purpose and Genre	**2.67**	**3.20**	**19.9**
Content Development and Organization	**2.55**	**3.01**	**18.0**
Control of Grammar and Mechanics	**2.7**	**3.18**	**17.8**
Evidence and/or Sources	**2.49**	**3.02**	**21.3**
Average Across all Dimensions	**2.6**	**3.10**	**19.2**

Scores for the 4-dimension writing rubric showed increases from fall 2022 to spring 2023 across all dimensions (17.8 to 21.3%). The largest increase was in dimension *Evidence and/or Sources* (21%). The changes could be attributed to varying courses and different scorers and student improvement from fall to spring within the same academic year. While the scores for fall 2022 were in the Developing range of this rubric, the spring 2023 scores trended toward the lower Competent range of the rubric. It should be noted that the difference in scores between fall 2022 and spring 2023 might be due to sample size differences. In the fall 2022, 49 artifacts were submitted for assessment. In spring 2023 15 artifacts were submitted. The unequal sample sizes between these two groups of artifacts may have attributed to the large differences in scores between fall 2022 and spring 2023.

Writing Rubric (3 Dimensions) Outcome

Writing Rubric (3 Dimensions)			
	fall 2022	**spring 2023**	**% change**
Awareness of Audience, Purpose and Genre	**2.48**	**2.70**	**8.9**
Content Development and Organization	**2.29**	**2.57**	**12.2**
Control of Grammar and Mechanics	**2.58**	**2.80**	**8.5**
Average Across all Dimensions	**2.45**	**2.69**	**9.8**

Scores for the 3-dimension writing rubric showed increases from fall 2022 to spring 2023. The largest increase was in the dimension *Content Development and Organization* (12%). These changes could be attributed to varying courses and different scorers, and student improvement from fall to spring within the same academic year. The scores were within the middle to upper Developing range of the rubric.

Analytical Reasoning Outcome

Analytical Reasoning			
	fall 2022	**spring 2023**	**% change**
Issue: Identify and Explain the Issue, Problem, or Question	**2.41**	**2.74**	**13.7**
Evidence: Present, Organize, and Evaluate Sufficient and Relevant Evidence	**2.14**	**2.55**	**19.2**
Conclusion: Reach an Informed conclusion or Solution	**2.09**	**2.5**	**19.6**
Average Across all Dimensions	**2.21**	**2.6**	**17.6**

Scores for the analytical reasoning rubric showed increases from fall 2022 to spring 2023. The largest increases were on the dimensions *Evidence: Present, Organize, and Evaluate Sufficient and Relevant Evidence* (19%) and *Conclusion: Reach an Informed conclusion or Solution* (20%). These changes could be attributed to varying courses and different scorers, and student improvement from fall to spring within the same academic year. The scores on this rubric were within Developing range of the rubric.

Information Management Outcome

Information Management			
	fall 2022	**spring 2023**	**% change**
Identify the Scope of Inquiry or Investigation Needed for the Assignment	**2.6**	**2.5**	**-3.8**
Navigate Digital Resources to Obtain Relevant Information	**2.46**	**2.33**	**-5.3**
Use Information	**2.46**	**2.25**	**-8.5**
Average Across all Dimensions	**2.51**	**2.36**	**-6.0**

Scores for the information management rubric showed decreases from fall 2022 to spring 2023. The largest decrease was in the dimension *Use Information* (-9%). In fact, this dimension had the lowest scores for both semesters, suggesting that students may need to be provided with more opportunities to practice this skill in their work. Overall, the scores on this rubric were in the Developing range. It should be noted, that with the exception of spring 2023, in every other semester, information management artifacts were the smallest number of artifacts submitted for this assessment project.

Quantitative Reasoning Outcome

Quantitative Reasoning			
	fall 2022	**spring 2023**	**% change**
Identify and Extract Relevant Quantitative Information	**1.57**	**NA**	**NA**
Application of Quantitative Data to Derive Information	**1.51**	**NA**	**NA**
Analysis, Explanation, and Interpretation of Quantitative Results	**1.47**	**NA**	**NA**
Average Across all Dimensions	**1.52**	**NA**	**NA**

Scores for the Quantitative Reasoning rubric were only measured in Fall 2022. All the dimensions showed scores in the middle to lower Novice range.

Scientific Reasoning Outcome

Scientific Reasoning			
	fall 2022	**spring 2023**	**% change**
Generates or states a research question and/or experimental objective that can be investigated using scientific methods/scientific reasoning	**1.76**	**2.84**	**61.4**
Uses scientific methods/scientific reasoning	**1.49**	**2.74**	**83.9**
Gathers evidence/data to test the hypothesis or thesis statement	**1.47**	**2.86**	**94.6**
Analyzes or synthesizes evidence/data to evaluate the hypothesis	**1.34**	**2.74**	**104.5**
Uses scientific reasoning to draw conclusion(s) based on the analysis of the evidence/data	**1.33**	**2.69**	**102.3**
Average Across all Dimensions	**1.48**	**2.77**	**87.2**

Scores for the Scientific Reasoning rubric showed large increases from Fall 2022 to Spring 2023. The largest increase was on the dimension *Analyzes or Synthesizes Evidence/data* (105%). Scores across all dimensions improved from the Novice range in fall 2022 to the upper Developing range in spring 2023. One explanation for such large percent changes might be attributed to the type of artifacts submitted in fall 2022 and spring 2023. In the spring 2023 there were many more lab reports submitted and assessed compared to fall 2022.

Summary

The General Education Assessment report analyzed student performance across four semesters (Fall 2021, Spring 2022, Fall 2022, and Spring 2023) in several General Education competencies: Analytical Reasoning, Writing, Quantitative Reasoning, Information Management, and Scientific Reasoning. A total of 1,267 artifacts were assessed using standardized rubrics.

Key findings from the analysis revealed that Writing and Analytical Reasoning showed improvements, with Writing exhibiting the strongest gains in grammar and mechanics. Students generally performed at a "Developing" level across these competencies, although progress was uneven. Challenges were most significant in Scientific Reasoning, where the majority of students consistently scored at or below

the "Novice" level, highlighting a need for enhanced instruction in this area. Quantitative Reasoning also showed difficulties, particularly in data interpretation. Spring semester scores tended to be higher than those from the fall, suggesting possible factors like improved alignment of artifacts, stronger student cohorts, and greater familiarity with assessment tools.

Conclusion

The General Education Assessment revealed a mixed picture of student progress. While improvements were noted in Writing and Analytical Reasoning, significant gaps remain in Scientific and Quantitative Reasoning. There were positive trends in Writing and Analytical Reasoning which might suggest that targeted interventions may have occurred in these areas. However, more attention is needed to address persistent deficiencies in Scientific Reasoning and Quantitative Reasoning.

Recommendations for Future Work

1. **Enhance Scientific Reasoning Instruction**: It might be useful to review the curriculum for Scientific Reasoning, with specific emphasis on developing hypotheses, gathering and analyzing data, and drawing conclusions. Perhaps more practical lab-based activities and research projects could help students gain hands-on experience.
2. **Targeted Support for Quantitative Reasoning**: Implement additional learning opportunities for students to practice data analysis and quantitative reasoning skills. Applied learning exercises that integrate real-world data analysis might help bridge the gap in higher-order cognitive skills.
3. **Expand Faculty Training in Rubric-Based Assessment**: It might be helpful to offer faculty professional development to ensure consistent and accurate evaluation of student artifacts. The training might emphasize alignment of artifacts with rubric dimensions and best practices in assessment.
4. **Increase Collaboration Across Departments**: A long term goal might be to strengthen interdisciplinary approaches to general education by fostering collaboration among departments. Ensuring that competencies like Writing, Analytical Reasoning, and Quantitative Reasoning are reinforced throughout various courses could help students build and integrate these skills.
5. **Address Declining Artifact Submissions**: Consider strategies to increase the number of artifact submissions in future assessments to ensure a more comprehensive analysis. Encouraging faculty participation and highlighting the importance of these assessments might lead to a more consistent submission rate.
6. **Leverage Spring Semester Success Factors**: Investigate the elements contributing to higher spring semester scores and find ways to apply those strategies to the fall semester. Understanding these success factors could

provide insights into enhancing student engagement and performance year-round.

APPENDIX A-
TREND DATA

GENERAL EDUCATION OUTCOMES LONGITUDINAL RESULTS

Fall 2021, and Spring 2022

Analytic Rubric

Dimension / Semester	Issue: Identify and Explain the Issue, Problem, or Question	Evidence: Present, Organize, and Evaluate Sufficient and Relevant Evidence	Conclusion: Reach an Informed conclusion or Solution	Average Across All Dimensions
Fall 2021	2.55	2.30	2.25	2.37
Spring 2022	3.05	2.77	2.75	2.86

Writing Rubric (4 Dimensions)

Dimension / Semester	Awareness of Audience, Purpose and Genre	Content Development and Organization	Control of Grammar and Mechanics	Evidence and/or Sources	Average Across all Dimensions
Fall 2021	2.65	2.48	2.76	2.42	2.58
Spring 2022	2.74	2.63	2.87	2.55	2.70

Writing Rubric (3 Dimensions)

Dimension / Semester	Awareness of Audience, Purpose and Genre	Content Development and Organization	Control of Grammar and Mechanics	Average Across all Dimensions
Fall 2021	2.59	2.41	2.71	2.57
Spring 2022	3.20	2.99	3.13	3.11

Quantitative Reasoning Rubric

Dimension / Semester	Identify and Extract Relevant Quantitative Information	Application of Quantitative Data to Derive Information	Analysis, Explanation, and Interpretation of Quantitative Results	Average Across all Dimensions
Fall 2021	2.72	2.51	2.08	2.44
Spring 2022	2.48	2.14	1.77	2.13

Information Management Rubric

Dimension / Semester	Identify the Scope of Inquiry or Investigation Needed for the Assignment	Navigate Digital Resources to Obtain Relevant Information	Use Information	Average Across All Dimensions
Fall 2021	2.57	2.28	2.24	2.36
Spring 2022	2.63	2.45	2.34	2.47

Scientific Reasoning Rubric

Dimension / Semester	Generates or states a research question and/or experimental objective that can be investigated using scientific methods/scientific reasoning	Uses scientific methods/scientific reasoning to devise a hypothesis or thesis statement and/or writes an introduction for the experiment	Gathers evidence/data to test the hypothesis or thesis statement	Analyzes or synthesizes evidence/data to evaluate the hypothesis	Uses scientific reasoning to draw conclusion(s) based on the analysis of the evidence/data	Average Across All Dimensions
Fall 2021	1.15	0.79	0.94	0.92	0.86	0.93
Spring 2022	1.59	1.29	1.43	1.34	1.28	1.39

GENERAL EDUCATION OUTCOMES LONGITUDINAL RESULTS

Fall 2022, and Spring 2023

Analytic Rubric

Dimension / Semester	Issue: Identify and Explain the Issue, Problem, or Question	Evidence: Present, Organize, and Evaluate Sufficient and Relevant Evidence	Conclusion: Reach an Informed conclusion or Solution	Average Across All Dimensions
Fall 2022	2.41	2.14	2.09	2.21
Spring 2023	2.74	2.55	2.50	2.60

Writing Rubric (4 Dimensions)

Dimension / Semester	Awareness of Audience, Purpose and Genre	Content Development and Organization	Control of Grammar and Mechanics	Evidence and/or Sources	Average Across all Dimensions
Fall 2022	2.67	2.55	2.70	2.49	2.60
Spring 2023	3.20	3.01	3.18	3.02	3.10

Writing Rubric (3 Dimensions)

Dimension / Semester	Awareness of Audience, Purpose and Genre	Content Development and Organization	Control of Grammar and Mechanics	Average Across all Dimensions
Fall 2022	2.48	2.29	2.58	2.45
Spring 2023	2.70	2.57	2.80	2.69

Quantitative Reasoning Rubric

Dimension / Semester	Identify and Extract Relevant Quantitative Information	Application of Quantitative Data to Derive Information	Analysis, Explanation, and Interpretation of Quantitative Results	Average Across all Dimensions
Fall 2022	1.57	1.51	1.47	1.52
Spring 2023	NA	NA	NA	NA

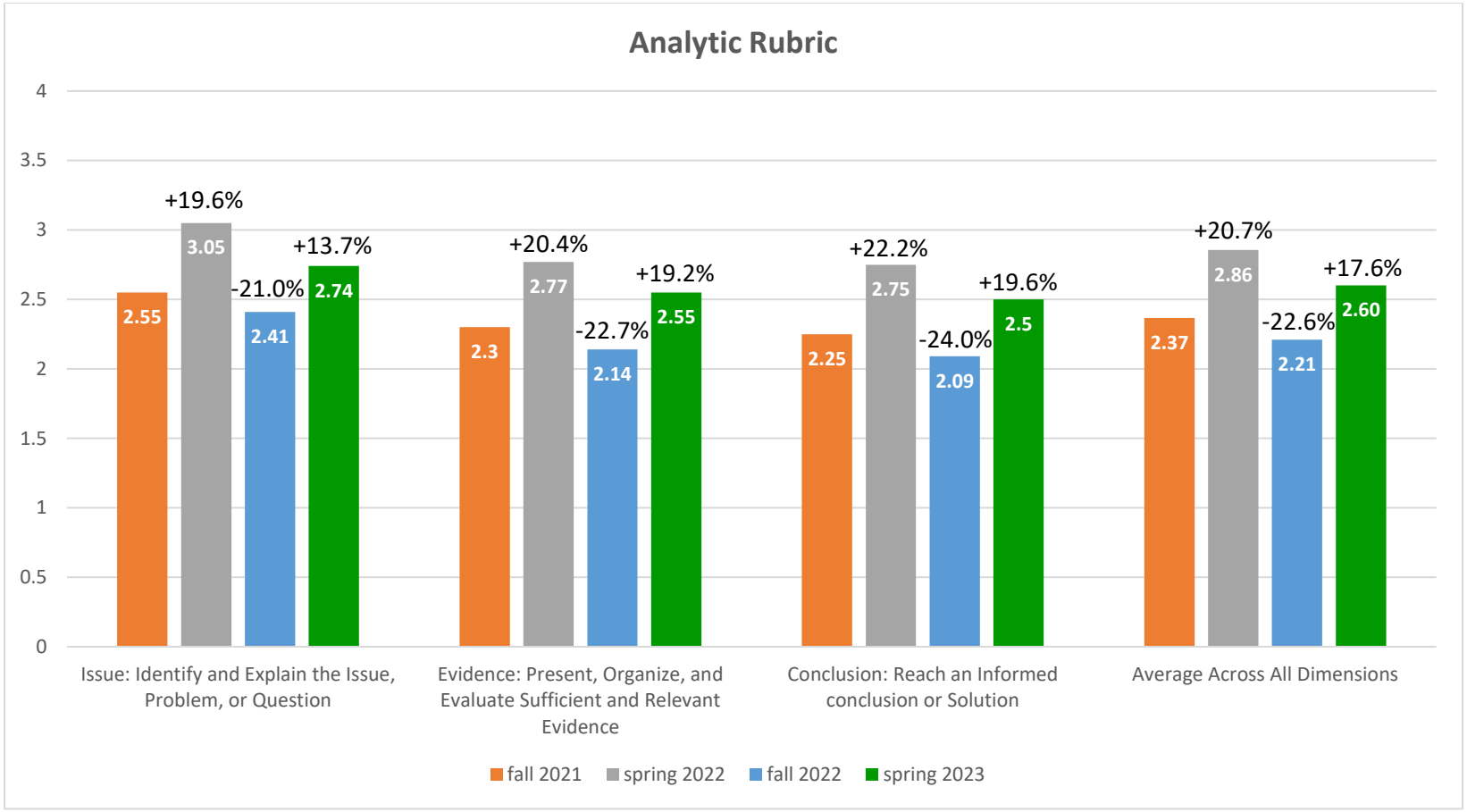
Information Management Rubric

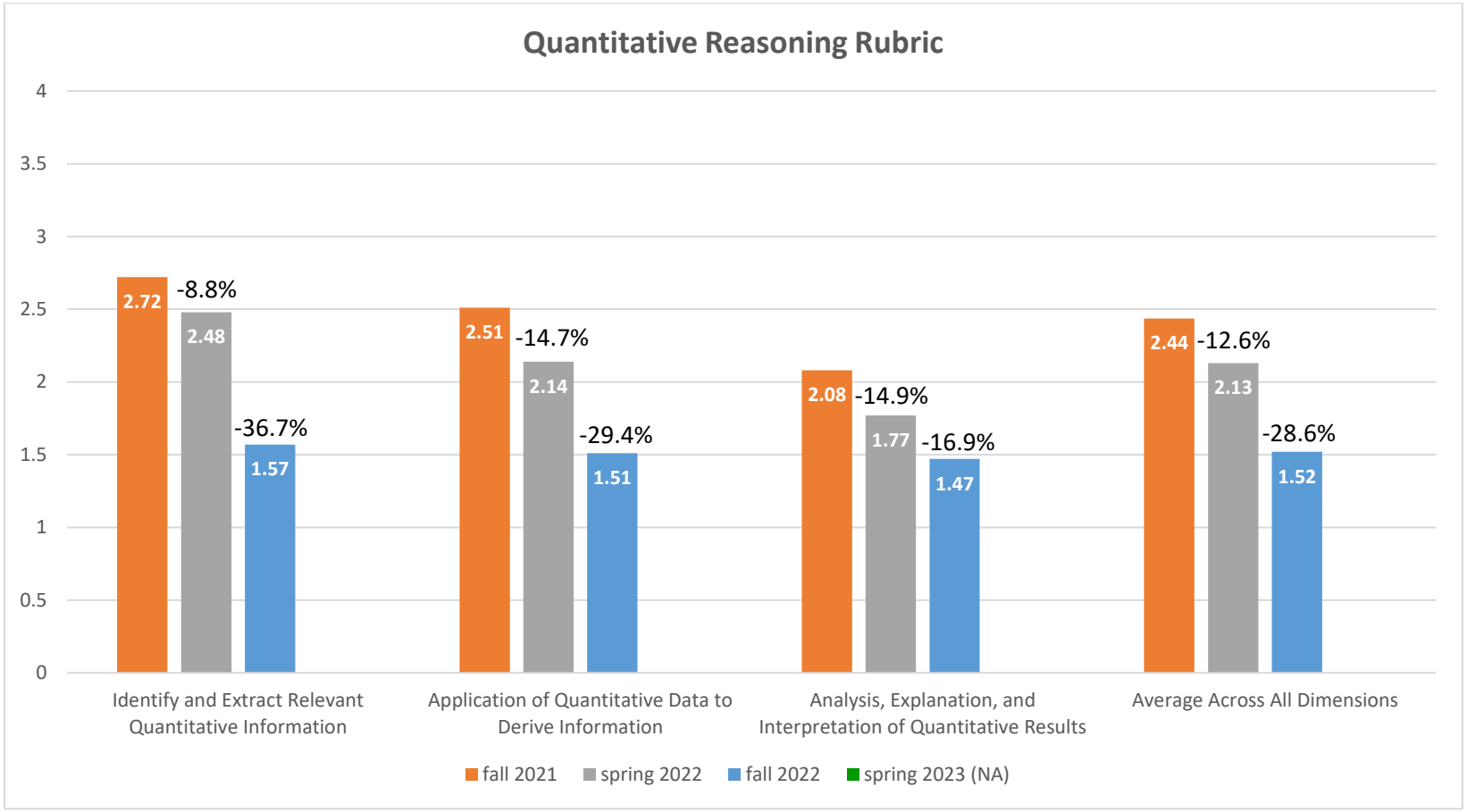
Dimension / Semester	Identify the Scope of Inquiry or Investigation Needed for the Assignment	Navigate Digital Resources to Obtain Relevant Information	Use Information	Average Across All Dimensions
Fall 2022	2.60	2.46	2.46	2.51
Spring 2023	2.50	2.33	2.25	2.36

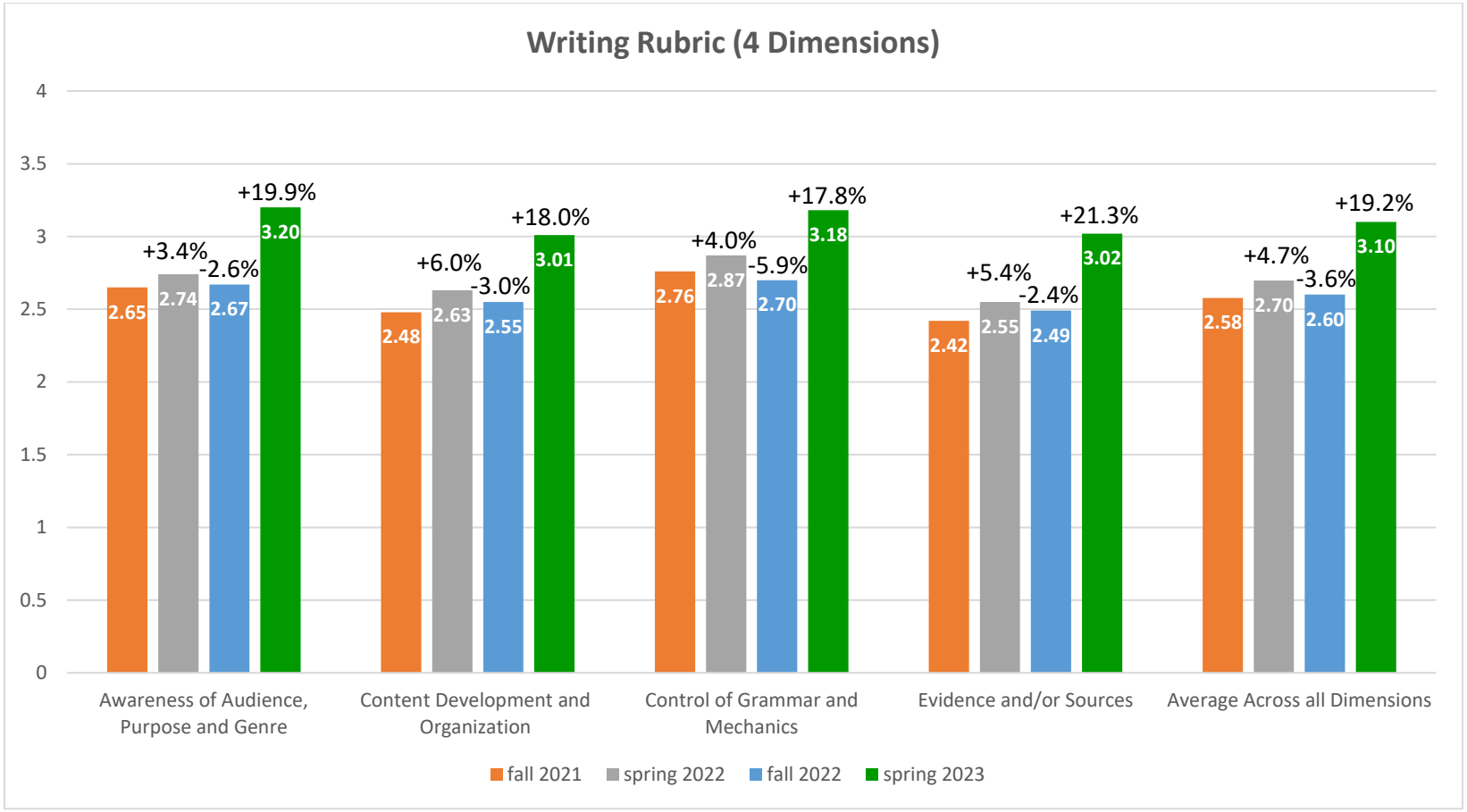
Scientific Reasoning Rubric

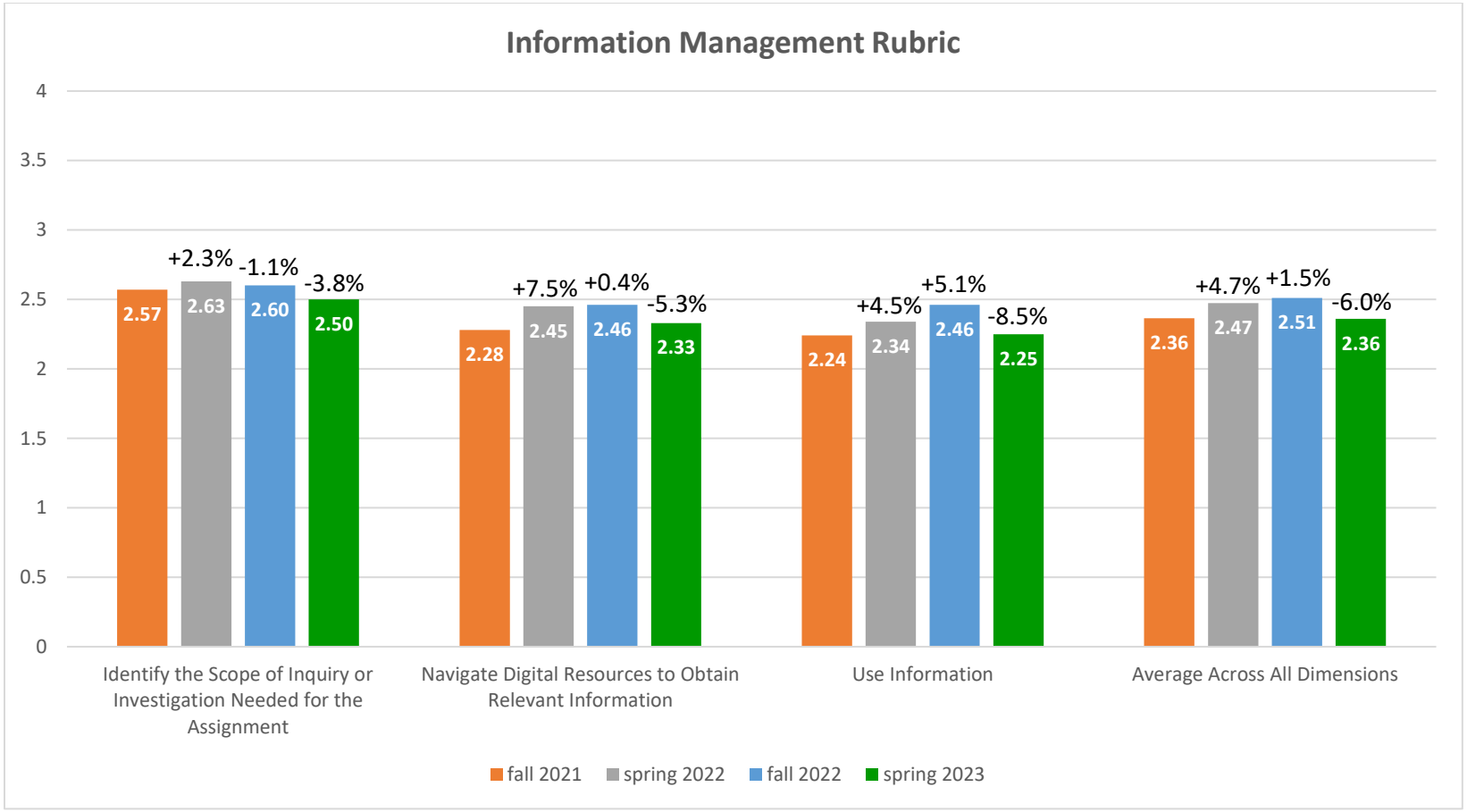
Dimension / Semester	Generates or states a research question and/or experimental objective that can be investigated using scientific methods/scientific reasoning	Uses scientific methods/scientific reasoning to devise a hypothesis or thesis statement and/or writes an introduction for the experiment	Gathers evidence/data to test the hypothesis or thesis statement	Analyzes or synthesizes evidence/data to evaluate the hypothesis	Uses scientific reasoning to draw conclusion(s) based on the analysis of the evidence/data	Average Across All Dimensions
Fall 2022	1.76	1.49	1.47	1.34	1.33	1.48
Spring 2023	2.84	2.74	2.86	2.74	2.69	2.77

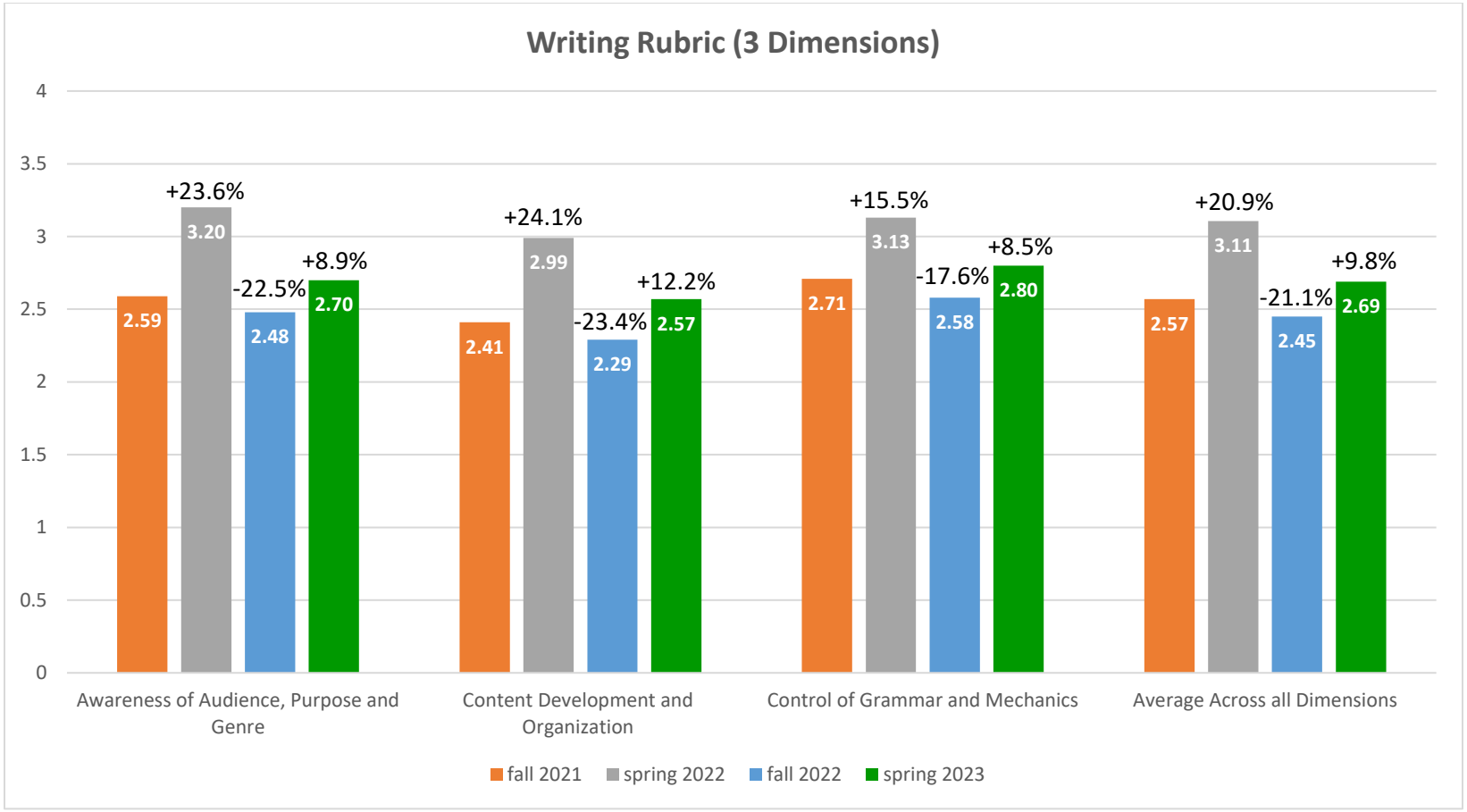
APPENDIX B- DATA CHARTS

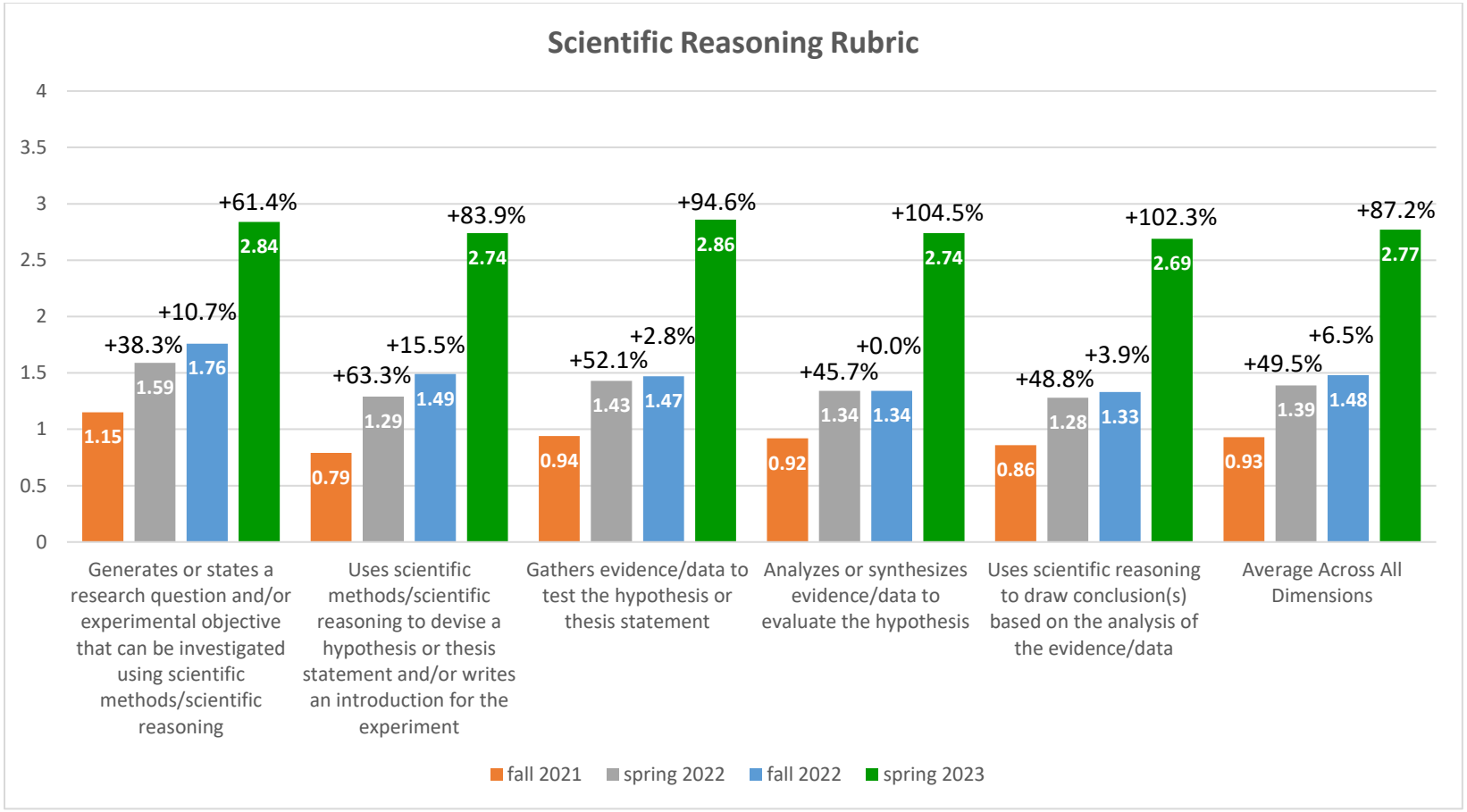

Analytic Rubric
4
3.5
3
2.5
2
1.5
1
0.5
0
+19.6%
+13.7%
-21.0%
+20.4%
-22.7%
+19.2%
+22.2%
-24.0%
+19.6%
+20.7%
-22.6%
+17.6%
2.55
3.05
2.41
2.74
2.3
2.77
2.14
2.55
2.25
2.75
2.09
2.5
2.37
2.86
2.21
2.60
Issue: Identify and Explain the Issue, Problem, or Question
Evidence: Present, Organize, and Evaluate Sufficient and Relevant Evidence
Conclusion: Reach an Informed conclusion or Solution
Average Across All Dimensions
fall 2021
spring 2022
fall 2022
spring 2023


Quantitative Reasoning Rubric
4
3.5
3
2.5
2
1.5
1
0.5
0
2.72
-8.8%
2.48
-36.7%
1.57
2.51
-14.7%
2.14
-29.4%
1.51
2.08
-14.9%
1.77
-16.9%
1.47
2.44
-12.6%
2.13
-28.6%
1.52
Identify and Extract Relevant Quantitative Information
Application of Quantitative Data to Derive Information
Analysis, Explanation, and Interpretation of Quantitative Results
Average Across All Dimensions
fall 2021
spring 2022
fall 2022
spring 2023 (NA)


Writing Rubric (4 Dimensions)
4
3.5
3
2.5
2
1.5
1
0.5
0
2.65
+3.4%
2.74
-2.6%
2.67
+19.9%
3.20
2.48
+6.0%
2.63
-3.0%
2.55
+18.0%
3.01
2.76
+4.0%
2.87
-5.9%
2.70
+17.8%
3.18
2.42
+5.4%
2.55
-2.4%
2.49
+21.3%
3.02
2.58
+4.7%
2.70
-3.6%
2.60
+19.2%
3.10
Awareness of Audience, Purpose and Genre
Content Development and Organization
Control of Grammar and Mechanics
Evidence and/or Sources
Average Across all Dimensions
fall 2021
spring 2022
fall 2022
spring 2023


Information Management Rubric
4
3.5
3
2.5
2
1.5
1
0.5
0
2.57
+2.3%
2.63
-1.1%
2.60
-3.8%
2.50
2.28
+7.5%
2.45
+0.4%
2.46
-5.3%
2.33
2.24
+4.5%
2.34
+5.1%
2.46
-8.5%
2.25
2.36
+4.7%
2.47
+1.5%
2.51
-6.0%
2.36
Identify the Scope of Inquiry or Investigation Needed for the Assignment
Navigate Digital Resources to Obtain Relevant Information
Use Information
Average Across All Dimensions
fall 2021
spring 2022
fall 2022
spring 2023


Writing Rubric (3 Dimensions)
4
3.5
3
2.5
2
1.5
1
0.5
0
+23.6%
+24.1%
+15.5%
+20.9%
-22.5%
-23.4%
-17.6%
-21.1%
+8.9%
+12.2%
+8.5%
+9.8%
2.59
3.20
2.48
2.70
2.41
2.99
2.29
2.57
2.71
3.13
2.58
2.80
2.57
3.11
2.45
2.69
Awareness of Audience, Purpose and Genre
Content Development and Organization
Control of Grammar and Mechanics
Average Across all Dimensions
fall 2021
spring 2022
fall 2022
spring 2023


Scientific Reasoning Rubric
4
3.5
3
2.5
2
1.5
1
0.5
0
1.15
1.59
1.76
2.84
+38.3%
+10.7%
+61.4%
0.79
1.29
1.49
2.74
+63.3%
+15.5%
+83.9%
0.94
1.43
1.47
2.86
+52.1%
+2.8%
+94.6%
0.92
1.34
1.34
2.74
+45.7%
+0.0%
+104.5%
0.86
1.28
1.33
2.69
+48.8%
+3.9%
+102.3%
0.93
1.39
1.48
2.77
+49.5%
+6.5%
+87.2%
Generates or states a research question and/or experimental objective that can be investigated using scientific methods/scientific reasoning
Uses scientific methods/scientific reasoning to devise a hypothesis or thesis statement and/or writes an introduction for the experiment
Gathers evidence/data to test the hypothesis or thesis statement
Analyzes or synthesizes evidence/data to evaluate the hypothesis
Uses scientific reasoning to draw conclusion(s) based on the analysis of the evidence/data
Average Across All Dimensions
fall 2021
spring 2022
fall 2022
spring 2023

APPENDIX C- COURSES IN STUDY

Courses included in the Fall 2021 General Education Assessment Project

BI 201- General Biology I

BI 170- Plants and People

BI 111- Introduction to Human Biology

GE 101- Earth Science

CH 127- Introductory General Chemistry

CH 151- General Chemistry I

CH 128- Introduction to Organic Chemistry

CIS 205- Introduction to Information Systems and Technologies

ENGL 101- English Composition I

ENGL 102- English Composition II

HE 103- Fundamentals of Human Nutrition

HIST 111- Introduction to Medieval and Early Modern Western Civilization

HIST 127- Growth of American Civilization I: Colonial Period Through Reconstruction

HIST 128- Growth of American Civilization II: Reconstruction to the Present

MA 119- College Algebra

MA 336- Statistics

MUS 101- Introduction to Music

PH 101-Principles of Physics

PSYC 101- Psychology

PSYC 215- Child Development

PSYC 230- Abnormal Psychology

SP 211- Speech Communication

Courses included in the Spring 2022 General Education Assessment Project

BI 171- Plants and People

CH 127- Introductory General Chemistry

CH 151- General Chemistry I

ENGL 101- English Composition I

ENGL 201- Introduction to Literary Studies

LF 401- French and Francophone Cultures Today

LS 402- Latin American and Caribbean Cultures Today

LS 221- Workshop in Reading and Writing for Spanish Heritage Speakers I

HIST 111- Introduction to Medieval and Early Modern Western Civilization

HIST 128- Growth of American Civilization II: Reconstruction to the Present

MA 119- College Algebra

MA 121- Elementary Trigonometry

MA 336- Statistics

MA 441- Analytic Geometry and Calculus I

MUS 101- Introduction to Music

PSYC 215- Child Development

Courses included in the Fall 2022 General Education Assessment Project

CH 151- General Chemistry I

DAN 111- Introduction to the Art of Dance

ENGL 101- English Composition I

MA 336- Statistics

MUS 101- Introduction to Music

SP 211- Speech Communication

Courses included in the Spring 2023 General Education Assessment Project

CH 127- Introductory General Chemistry

ENGL 101- English Composition I

ENGL 102- English Composition II

HIST 111- Introduction to Medieval and Early Modern Western Civilization

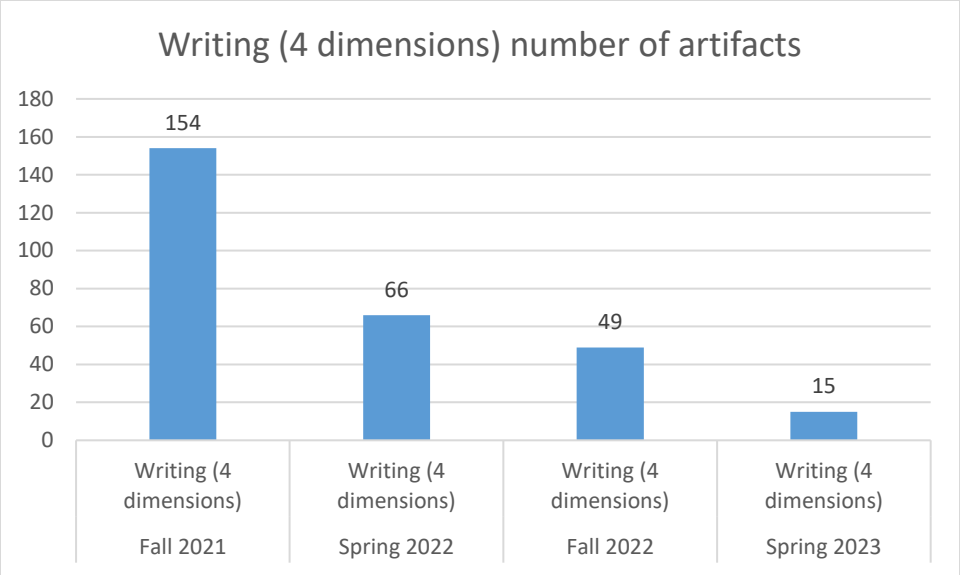
MUS 101- Introduction to Music

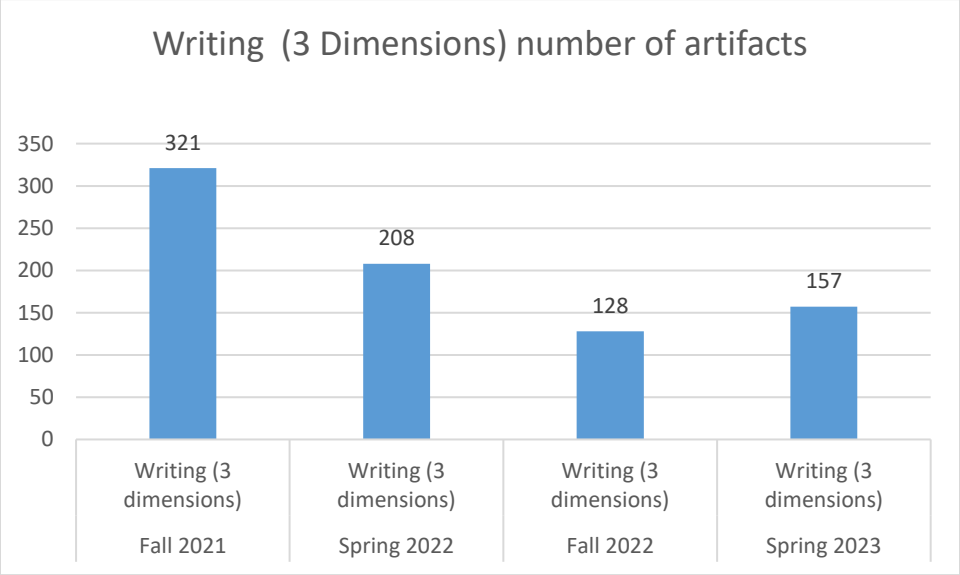
PH 101- Principles of Physics

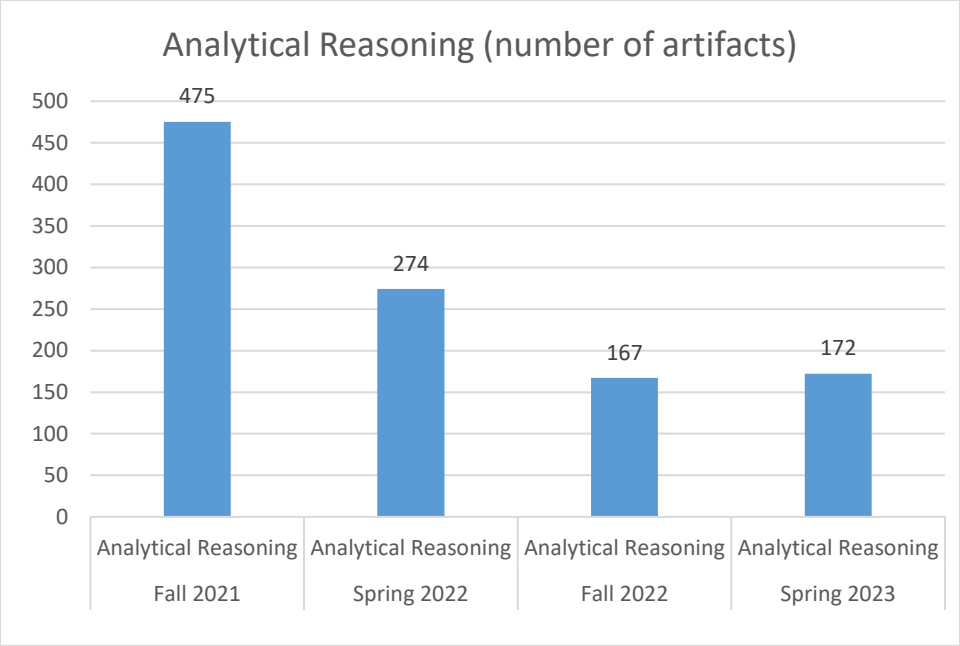
PH 112- Space, Astronomy, and Our Universe Laboratory

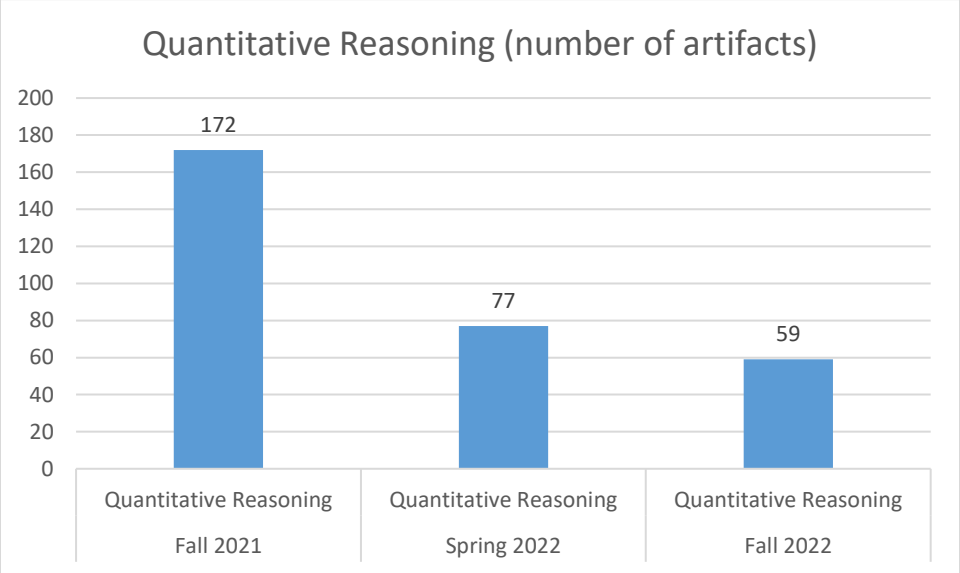
PSYC 215- Child Development

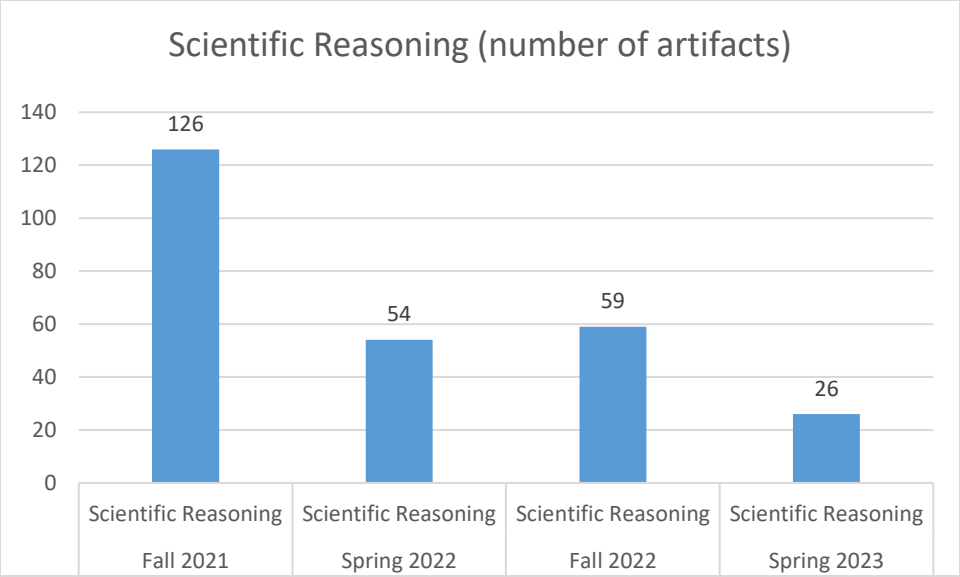
APPENDIX D- NUMBER OF ARTIFACT PER OUTCOME

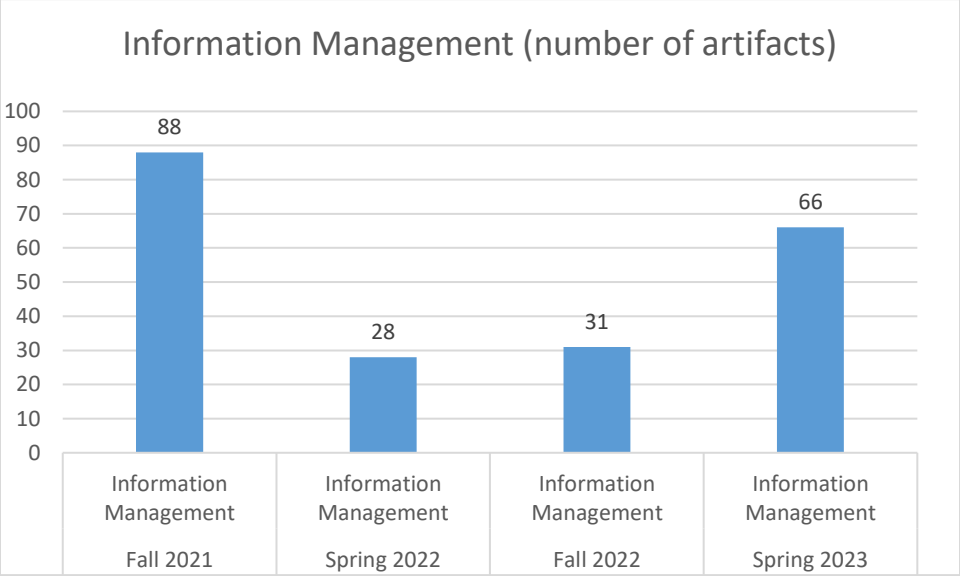

Writing (4 dimensions) number of artifacts
180
160
140
120
100
80
60
40
20
0
154
66
49
15
Writing (4 dimensions) Fall 2021
Writing (4 dimensions) Spring 2022
Writing (4 dimensions) Fall 2022
Writing (4 dimensions) Spring 2023


Writing (3 Dimensions) number of artifacts
350
300
250
200
150
100
50
0
321
208
128
157
Writing (3 dimensions) Fall 2021
Writing (3 dimensions) Spring 2022
Writing (3 dimensions) Fall 2022
Writing (3 dimensions) Spring 2023


Analytical Reasoning (number of artifacts)
500
450
400
350
300
250
200
150
100
50
0
475
274
167
172
Analytical Reasoning Fall 2021
Analytical Reasoning Spring 2022
Analytical Reasoning Fall 2022
Analytical Reasoning Spring 2023


Quantitative Reasoning (number of artifacts)
200
180
160
140
120
100
80
60
40
20
0
172
77
59
Quantitative Reasoning Fall 2021
Quantitative Reasoning Spring 2022
Quantitative Reasoning Fall 2022


Scientific Reasoning (number of artifacts)
140
120
100
80
60
40
20
0
126
54
59
26
Scientific Reasoning
Fall 2021
Scientific Reasoning
Spring 2022
Scientific Reasoning
Fall 2022
Scientific Reasoning
Spring 2023


Information Management (number of artifacts)
100
90
80
70
60
50
40
30
20
10
0
88
28
31
66
Information Management
Fall 2021
Information Management
Spring 2022
Information Management
Fall 2022
Information Management
Spring 2023

APPENDIX E- RUBRIC RESULTS

FALL 2021

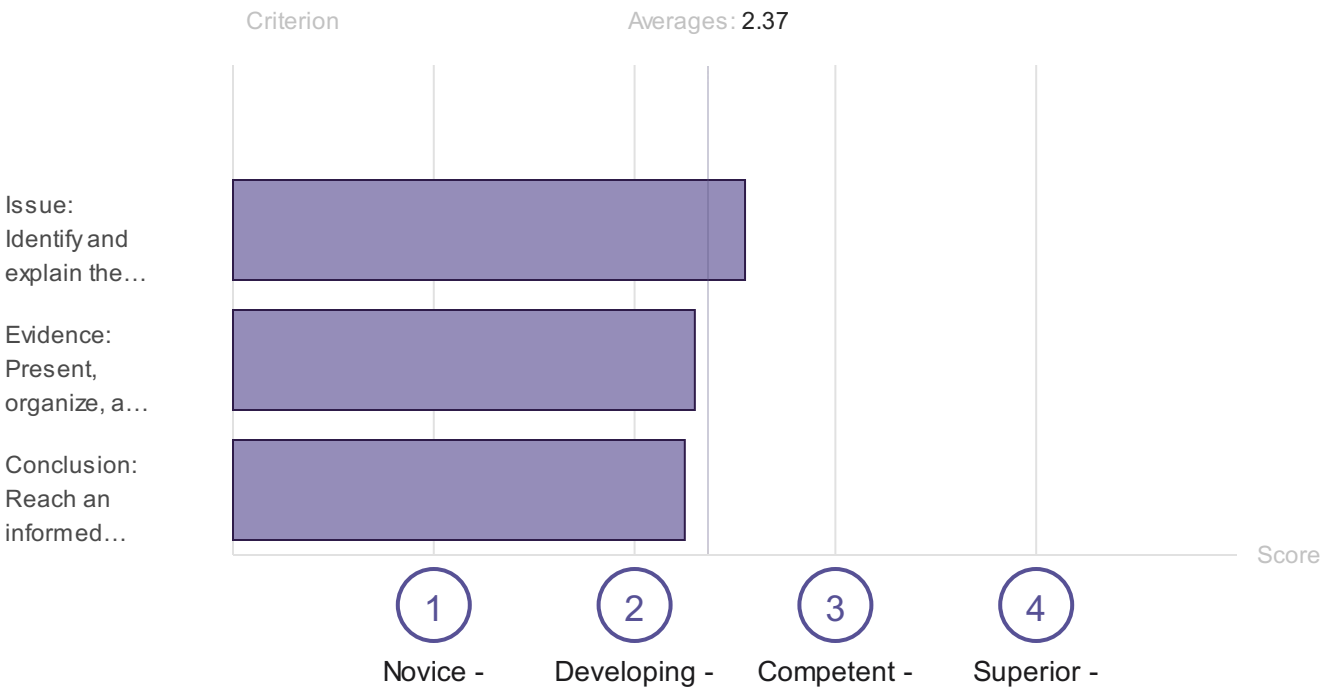
Outcome Performance Report: EDUCATIONAL OUTCOME 2

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by **All Criteria**

Outcome Performance Report: EDUCATIONAL OUTCOME 2

AVERAGE BY CRITERION



Outcome Performance Report: EDUCATIONAL OUTCOME 2

Average by Criterion chart details

Issue: Identify and explain the issue, problem, or question.

Average Score: 2.55

Number of Submissions: 475

Number of Scores: 950

Evidence: Present, organize, and evaluate sufficient and relevant evidence.

Average Score: 2.3

Number of Submissions: 475

Number of Scores: 950

Conclusion: Reach an informed conclusion or solution.

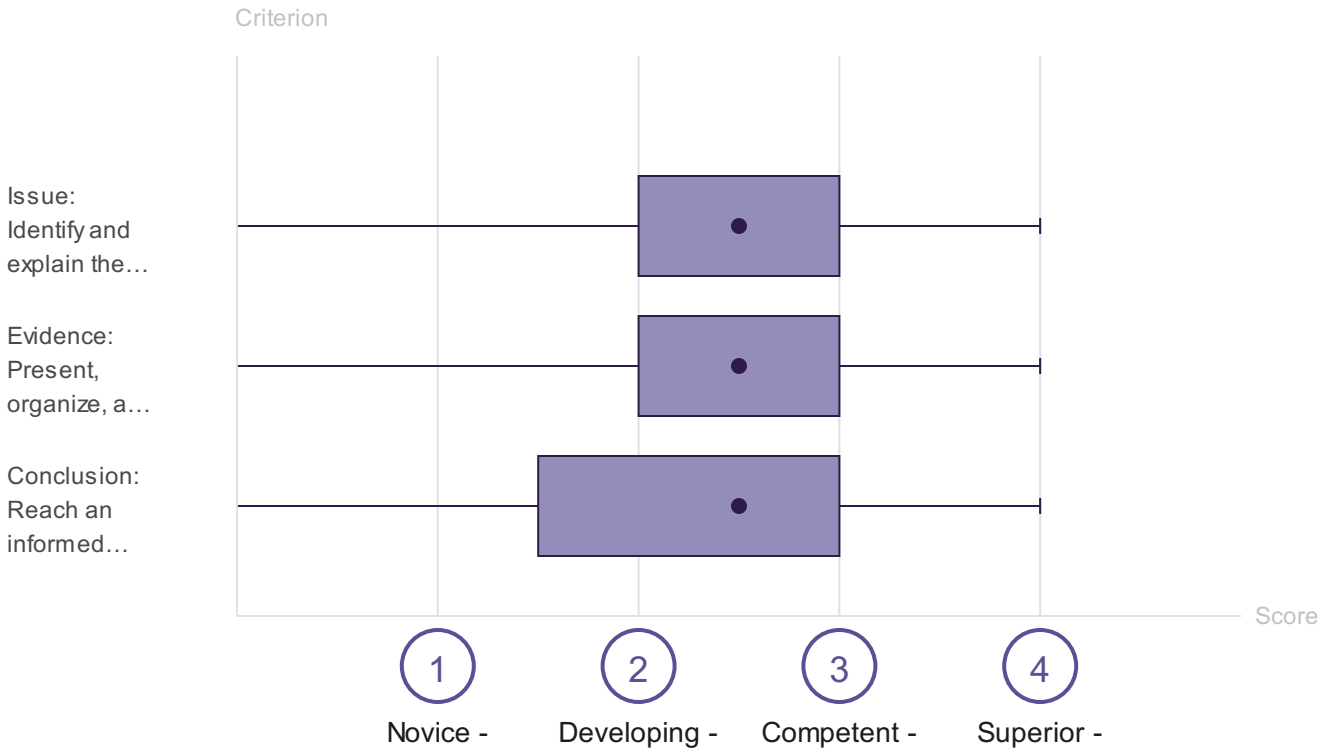
Average Score: 2.25

Number of Submissions: 475

Number of Scores: 950

Outcome Performance Report: EDUCATIONAL OUTCOME 2

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: EDUCATIONAL OUTCOME 2

Score Distribution by Criterion chart details

Issue: Identify and explain the issue, problem, or question.

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 475

Evidence: Present, organize, and evaluate sufficient and relevant evidence.

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 475

Conclusion: Reach an informed conclusion or solution.

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 475

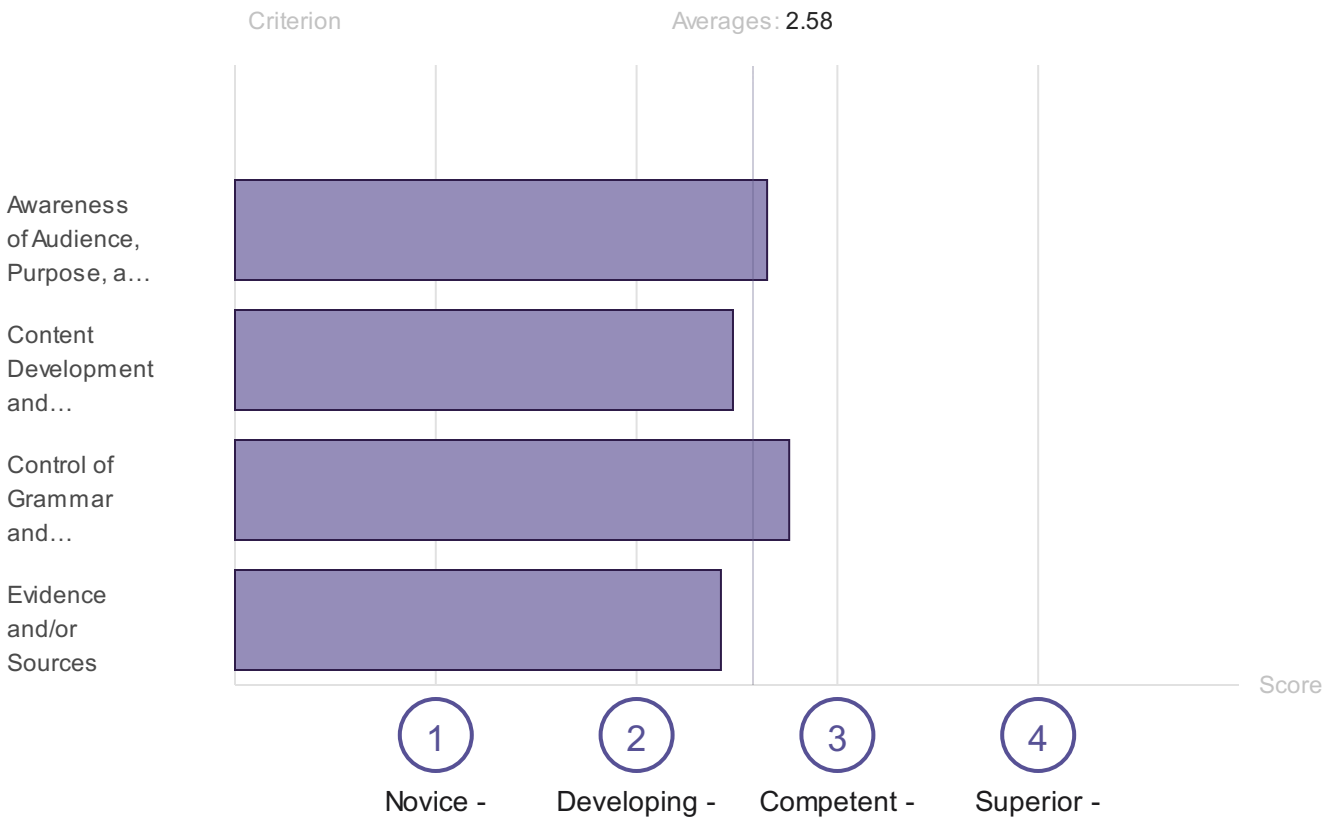
Outcome Performance Report: WRITING RUBRIC

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by **All Criteria**

Outcome Performance Report: WRITING RUBRIC

AVERAGE BY CRITERION



Outcome Performance Report: WRITING RUBRIC

Average by Criterion chart details

Awareness of Audience, Purpose, and Genre

Average Score: 2.65

Number of Submissions: 154

Number of Scores: 308

Content Development and Organization

Average Score: 2.48

Number of Submissions: 154

Number of Scores: 308

Control of Grammar and Mechanics

Average Score: 2.76

Number of Submissions: 154

Number of Scores: 308

Evidence and/or Sources

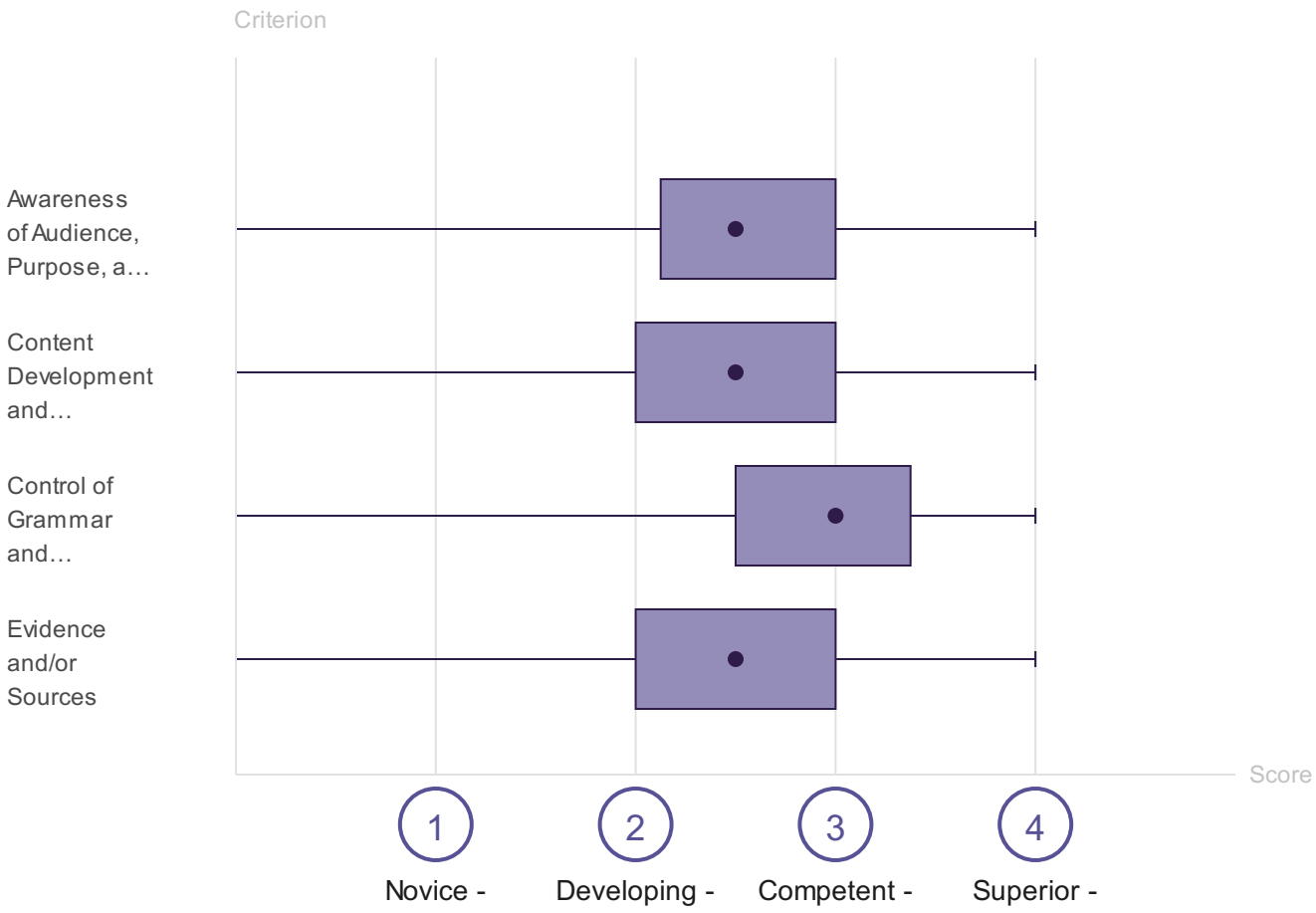
Average Score: 2.42

Number of Submissions: 154

Number of Scores: 308

Outcome Performance Report: WRITING RUBRIC

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: WRITING RUBRIC

Score Distribution by Criterion chart details

Awareness of Audience, Purpose, and Genre

Maximum Score: 4
Minimum Score: 0
Median Score: 2.5
Number Of Submissions: 154

Content Development and Organization

Maximum Score: 4
Minimum Score: 0
Median Score: 2.5
Number Of Submissions: 154

Control of Grammar and Mechanics

Maximum Score: 4
Minimum Score: 0
Median Score: 3
Number Of Submissions: 154

Evidence and/or Sources

Maximum Score: 4
Minimum Score: 0
Median Score: 2.5
Number Of Submissions: 154

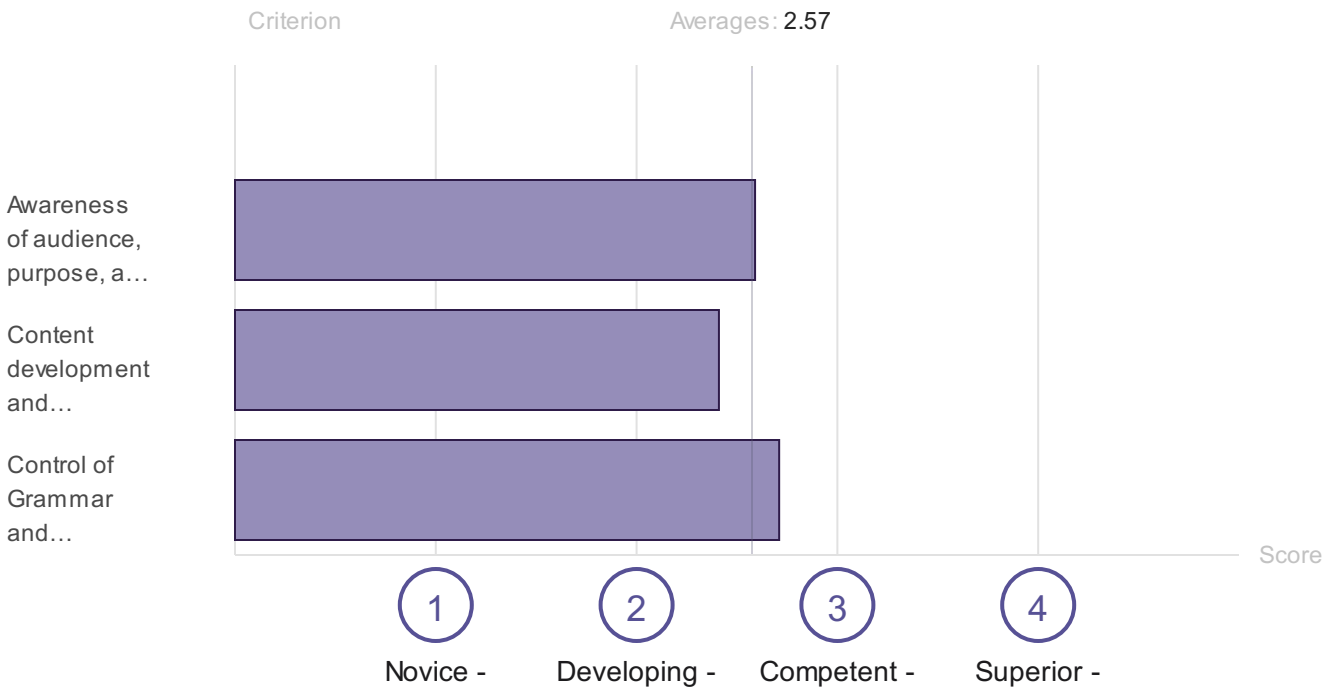
Outcome Performance Report: EDUCATIONAL OUTCOME 1

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by **All Criteria**

Outcome Performance Report: EDUCATIONAL OUTCOME 1

AVERAGE BY CRITERION



Outcome Performance Report: EDUCATIONAL OUTCOME 1

Average by Criterion chart details

Awareness of audience, purpose, and genre

Average Score: 2.59

Number of Submissions: 321

Number of Scores: 642

Content development and organization

Average Score: 2.41

Number of Submissions: 321

Number of Scores: 642

Control of Grammar and Mechanics

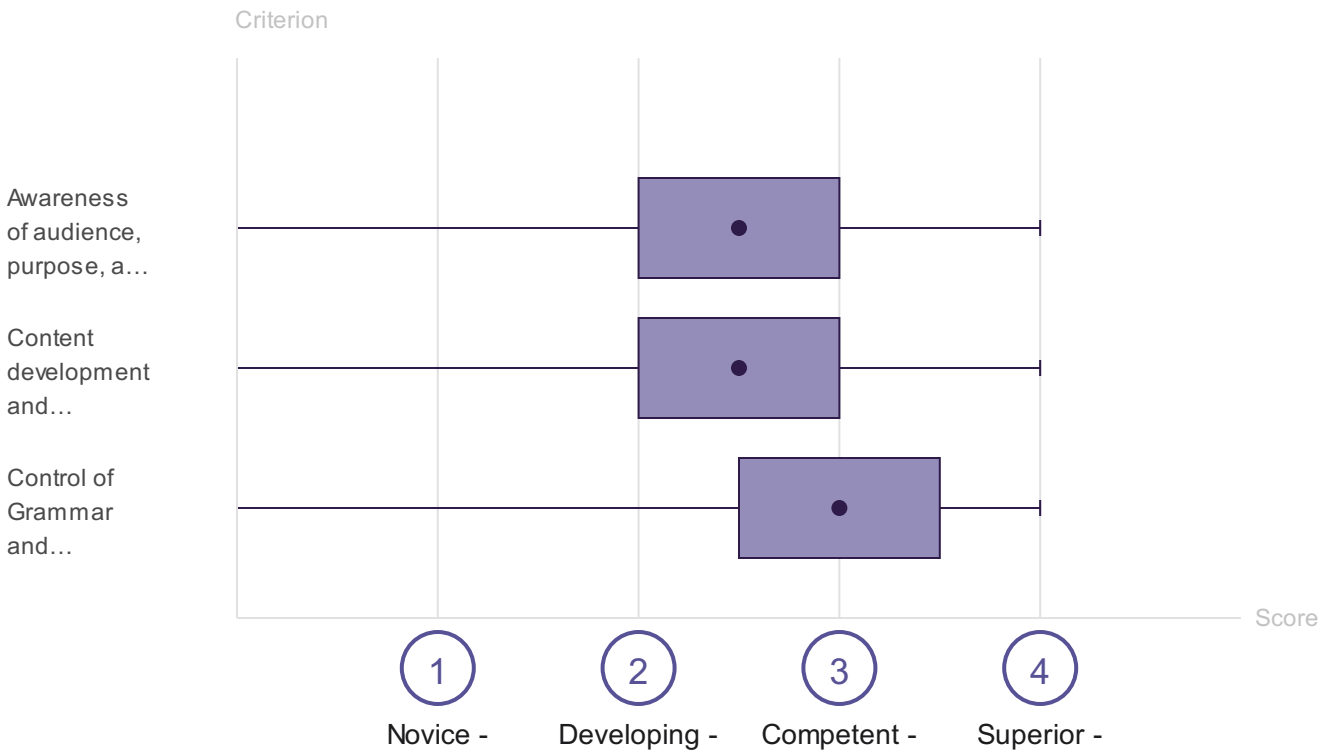
Average Score: 2.71

Number of Submissions: 321

Number of Scores: 642

Outcome Performance Report: EDUCATIONAL OUTCOME 1

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: EDUCATIONAL OUTCOME 1

Score Distribution by Criterion chart details

Awareness of audience, purpose, and genre

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 321

Content development and organization

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 321

Control of Grammar and Mechanics

Maximum Score: 4

Minimum Score: 0

Median Score: 3

Number Of Submissions: 321

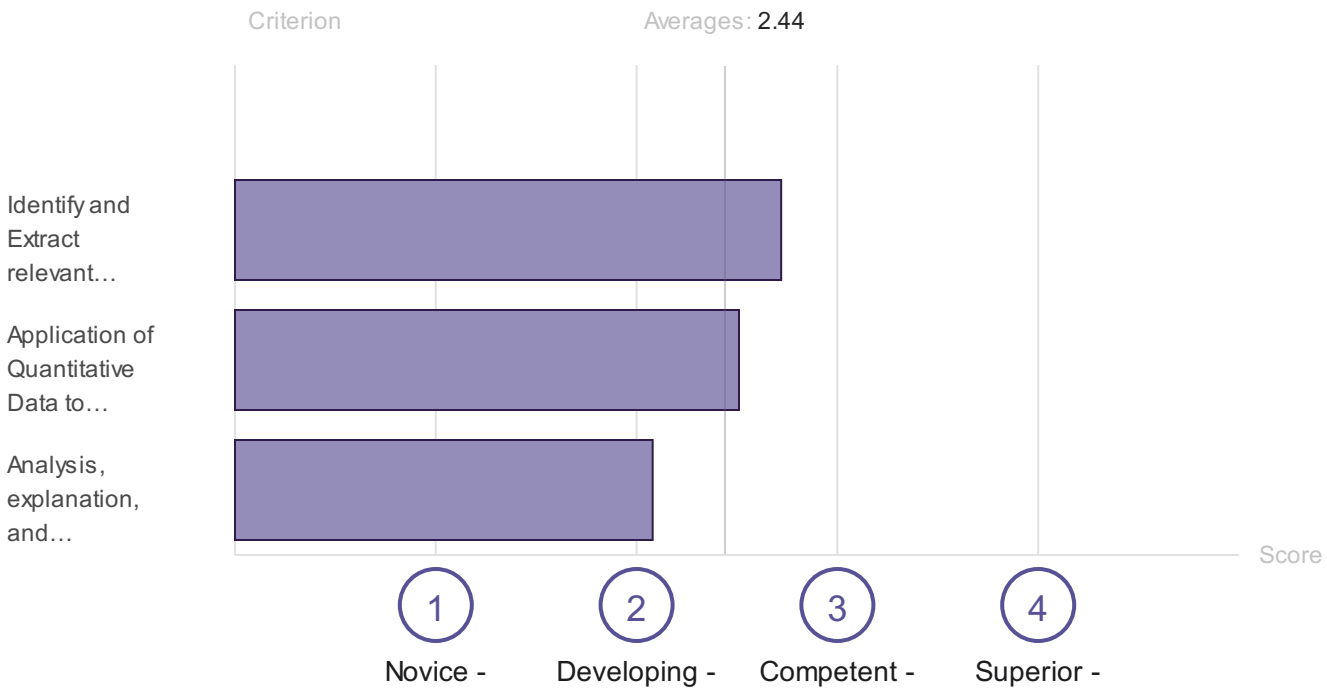
Outcome Performance Report: QUANTITATIVE REASONING

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by **All Criteria**

Outcome Performance Report: QUANTITATIVE REASONING

AVERAGE BY CRITERION



Outcome Performance Report: QUANTITATIVE REASONING

Average by Criterion chart details

Identify and Extract relevant quantitative information

Average Score: 2.72

Number of Submissions: 172

Number of Scores: 331

Application of Quantitative Data to Derive Information

Average Score: 2.51

Number of Submissions: 172

Number of Scores: 331

Analysis, explanation, and interpretation of quantitative results.

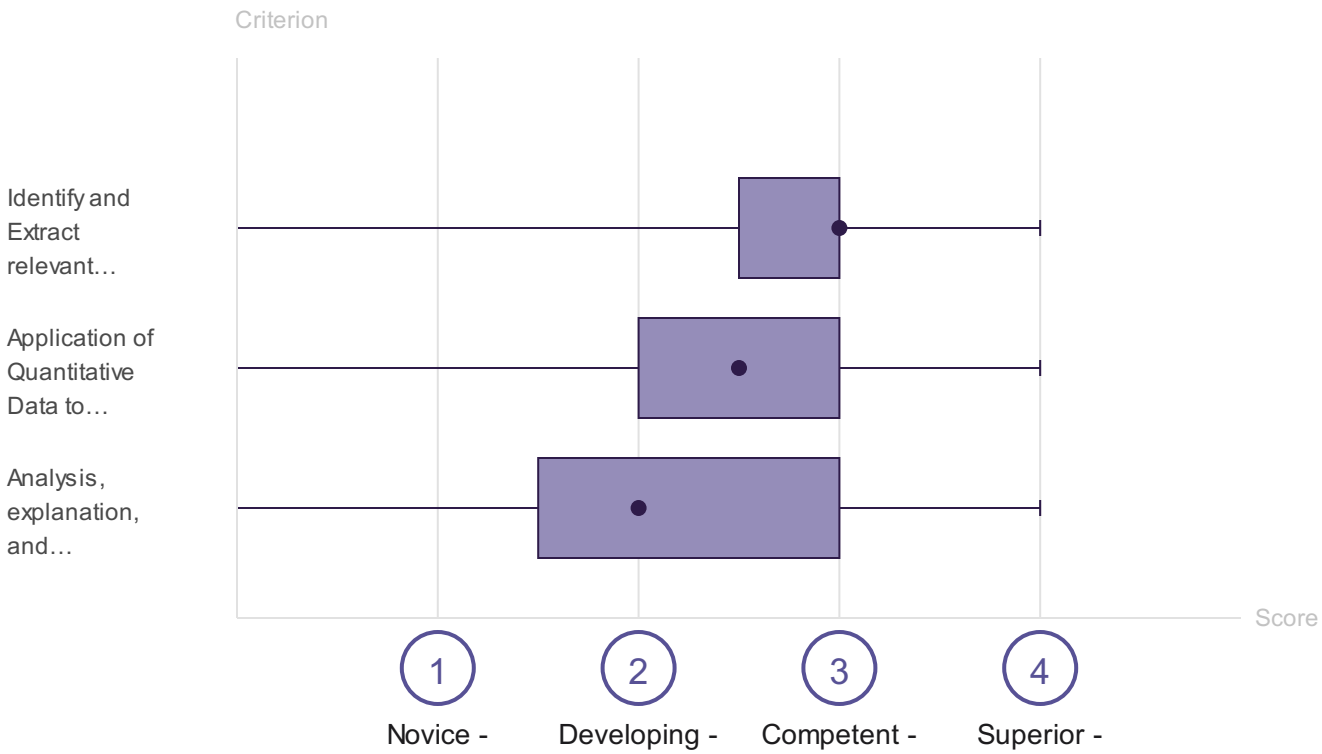
Average Score: 2.08

Number of Submissions: 172

Number of Scores: 331

Outcome Performance Report: QUANTITATIVE REASONING

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: QUANTITATIVE REASONING

Score Distribution by Criterion chart details

Identify and Extract relevant quantitative information

Maximum Score: 4
Minimum Score: 0
Median Score: 3
Number Of Submissions: 172

Application of Quantitative Data to Derive Information

Maximum Score: 4
Minimum Score: 0
Median Score: 2.5
Number Of Submissions: 172

Analysis, explanation, and interpretation of quantitative results.

Maximum Score: 4
Minimum Score: 0
Median Score: 2
Number Of Submissions: 172

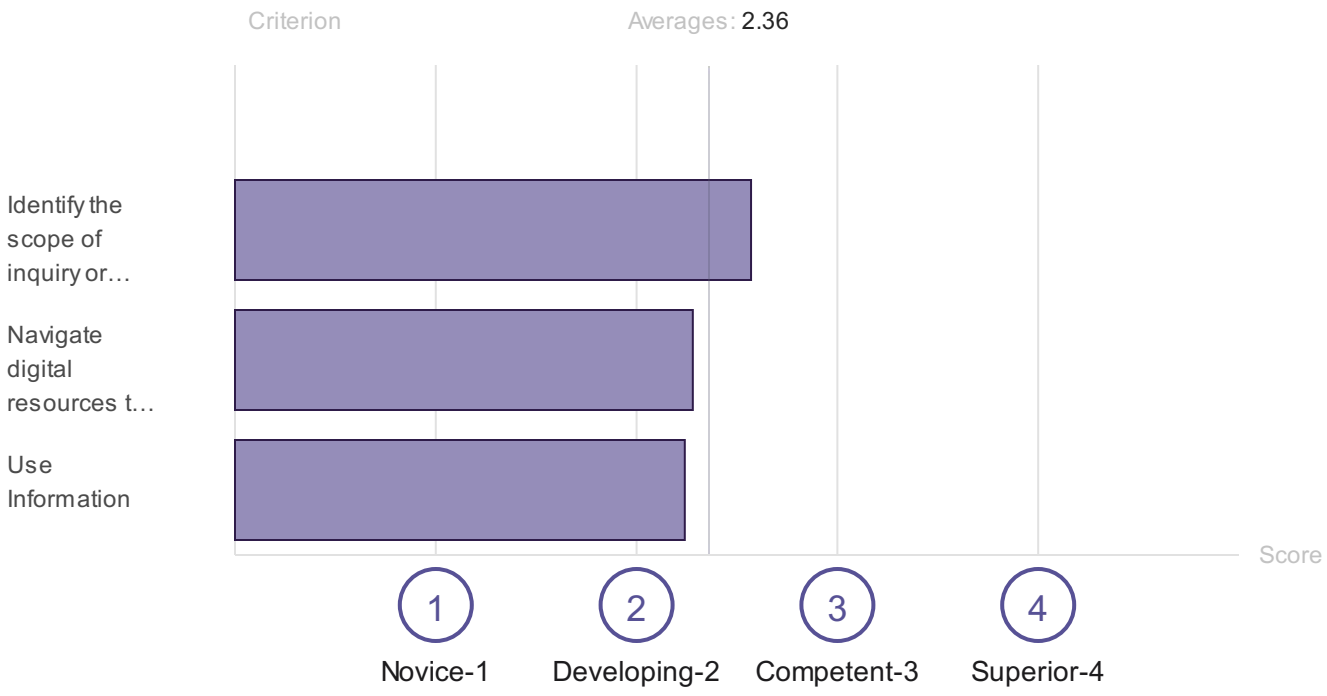
Outcome Performance Report: INFORMATION MANAGEMENT

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by **All Criteria**

Outcome Performance Report: INFORMATION MANAGEMENT

AVERAGE BY CRITERION



Outcome Performance Report: INFORMATION MANAGEMENT

Average by Criterion chart details

Identify the scope of inquiry or investigation needed for the assignment.

Average Score: 2.57

Number of Submissions: 88

Number of Scores: 176

Navigate digital resources to obtain relevant Information

Average Score: 2.28

Number of Submissions: 88

Number of Scores: 176

Use Information

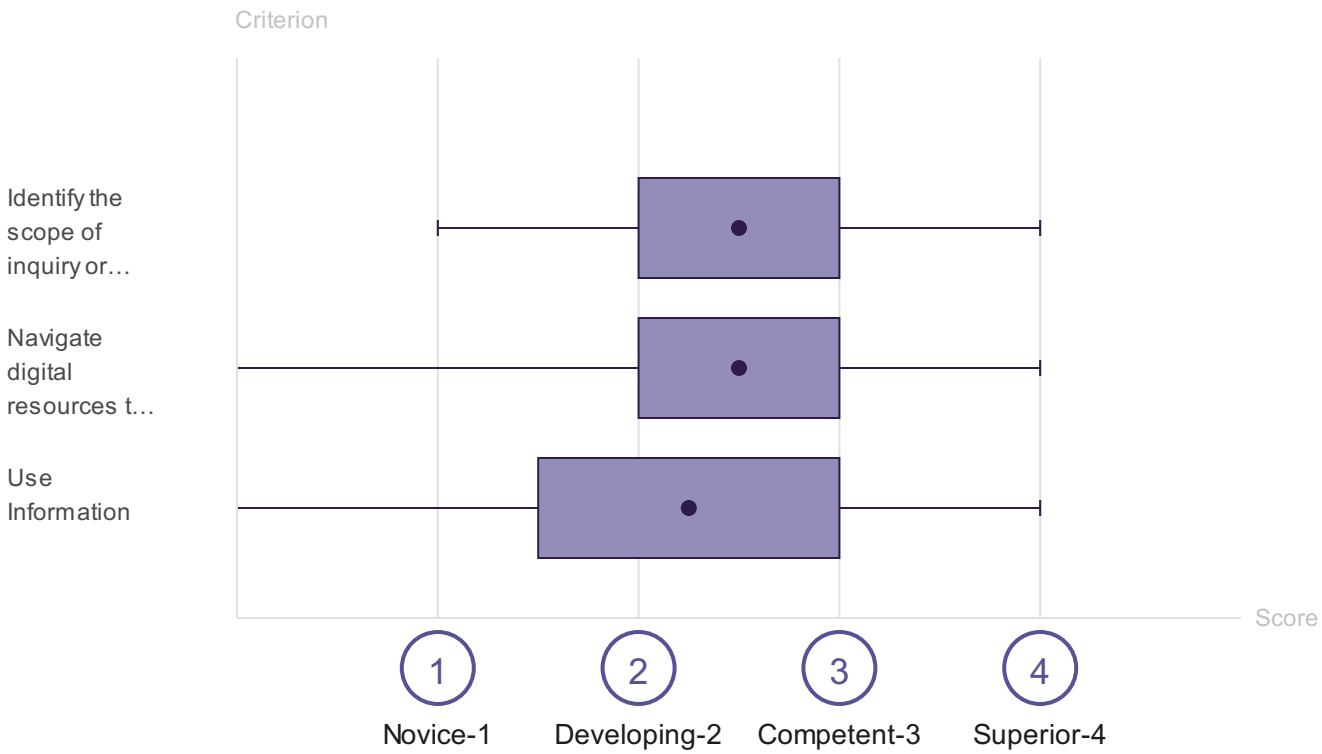
Average Score: 2.24

Number of Submissions: 88

Number of Scores: 176

Outcome Performance Report: INFORMATION MANAGEMENT

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: INFORMATION MANAGEMENT

Score Distribution by Criterion chart details

Identify the scope of inquiry or investigation needed for the assignment.

Maximum Score: 4
Minimum Score: 1
Median Score: 2.5
Number Of Submissions: 88

Navigate digital resources to obtain relevant Information

Maximum Score: 4
Minimum Score: 0
Median Score: 2.5
Number Of Submissions: 88

Use Information

Maximum Score: 4
Minimum Score: 0
Median Score: 2.25
Number Of Submissions: 88

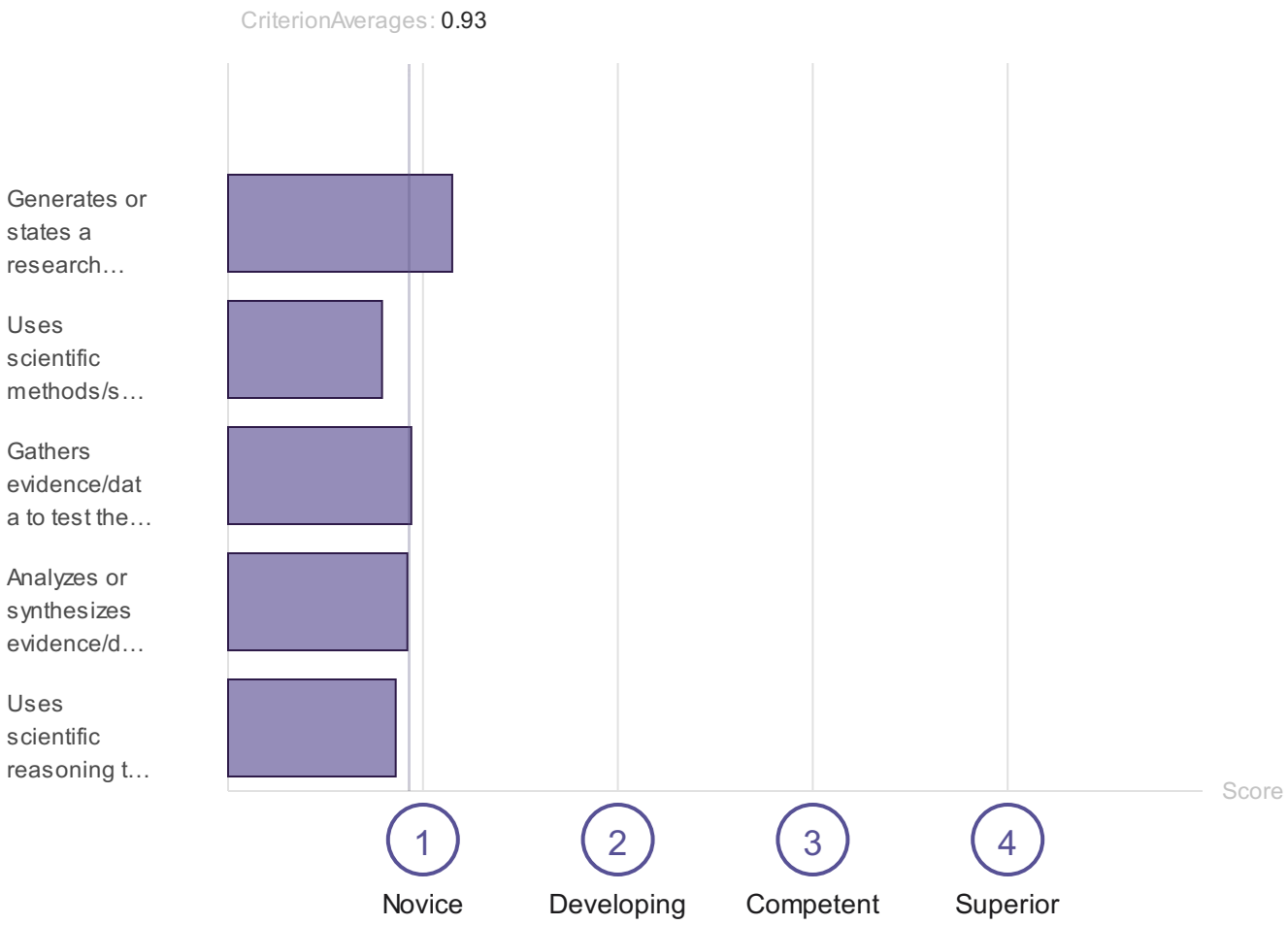
Outcome Performance Report: Scientific Reasoning

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by **All Criteria**

Outcome Performance Report: Scientific Reasoning

AVERAGE BY CRITERION



Outcome Performance Report: Scientific Reasoning

Average by Criterion chart details

Generates or states a research question and/or experimental objective that can be investigated using scientific methods/scientific reasoning

Average Score: 1.15

Number of Submissions: 126

Number of Scores: 252

Uses scientific methods/scientific reasoning

Average Score: 0.79

Number of Submissions: 126

Number of Scores: 252

Gathers evidence/data to test the hypothesis or thesis statement

Average Score: 0.94

Number of Submissions: 126

Number of Scores: 252

Analyzes or synthesizes evidence/data to evaluate the hypothesis

Average Score: 0.92

Number of Submissions: 126

Number of Scores: 252

Uses scientific reasoning to draw conclusion(s) based on the analysis of the evidence/data

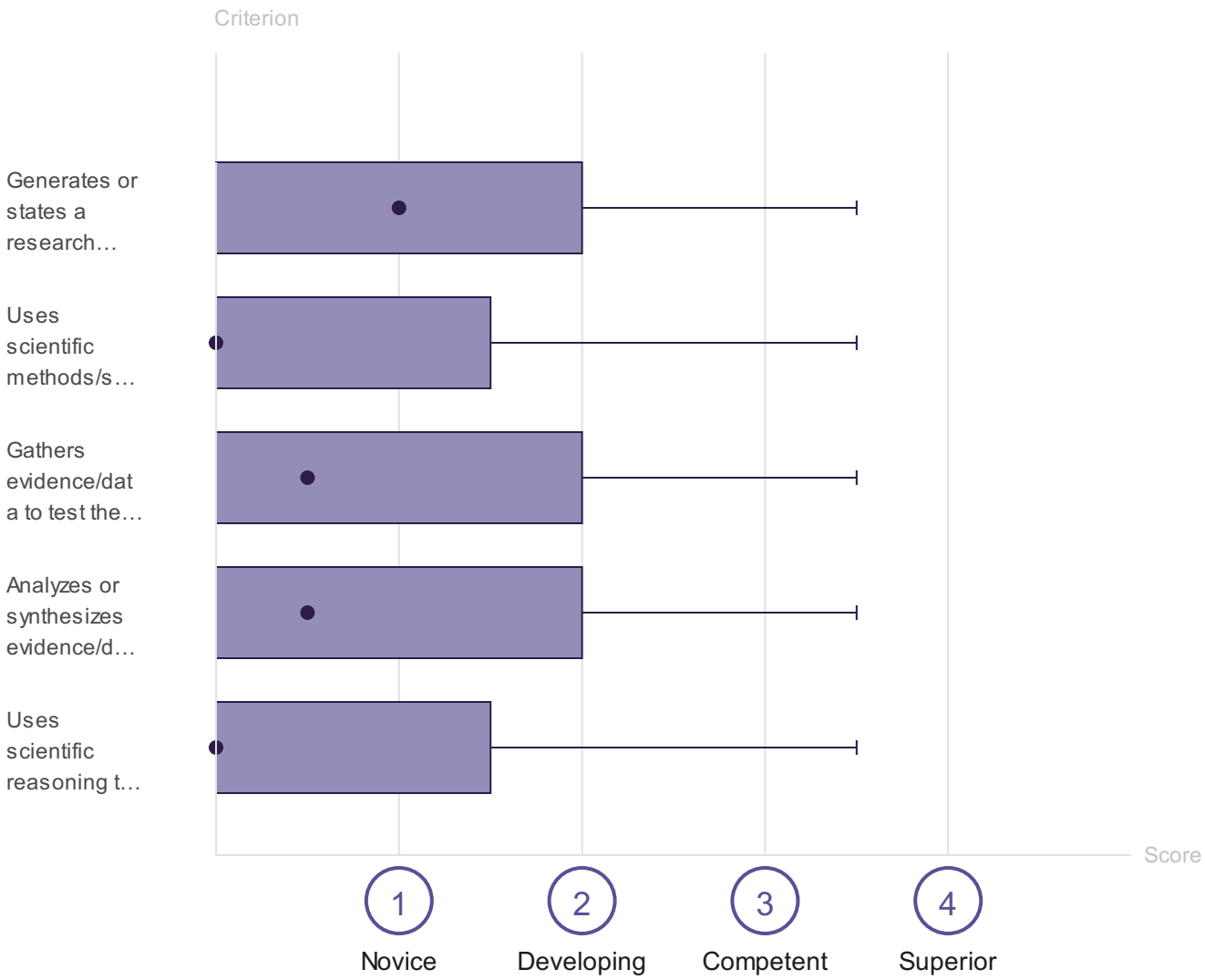
Average Score: 0.86

Number of Submissions: 126

Number of Scores: 252

Outcome Performance Report: Scientific Reasoning

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: Scientific Reasoning

Score Distribution by Criterion chart details

Generates or states a research question and/or experimental objective that can be investigated using scientific methods/scientific reasoning

Maximum Score: 3.5
Minimum Score: 0
Median Score: 1
Number Of Submissions: 126

Uses scientific methods/scientific reasoning

Maximum Score: 3.5
Minimum Score: 0
Median Score: 0
Number Of Submissions: 126

Gathers evidence/data to test the hypothesis or thesis statement

Maximum Score: 3.5
Minimum Score: 0
Median Score: 0.5
Number Of Submissions: 126

Analyzes or synthesizes evidence/data to evaluate the hypothesis

Maximum Score: 3.5
Minimum Score: 0
Median Score: 0.5
Number Of Submissions: 126

Uses scientific reasoning to draw conclusion(s) based on the analysis of the evidence/data

Maximum Score: 3.5
Minimum Score: 0
Median Score: 0
Number Of Submissions: 126

Spring 2022

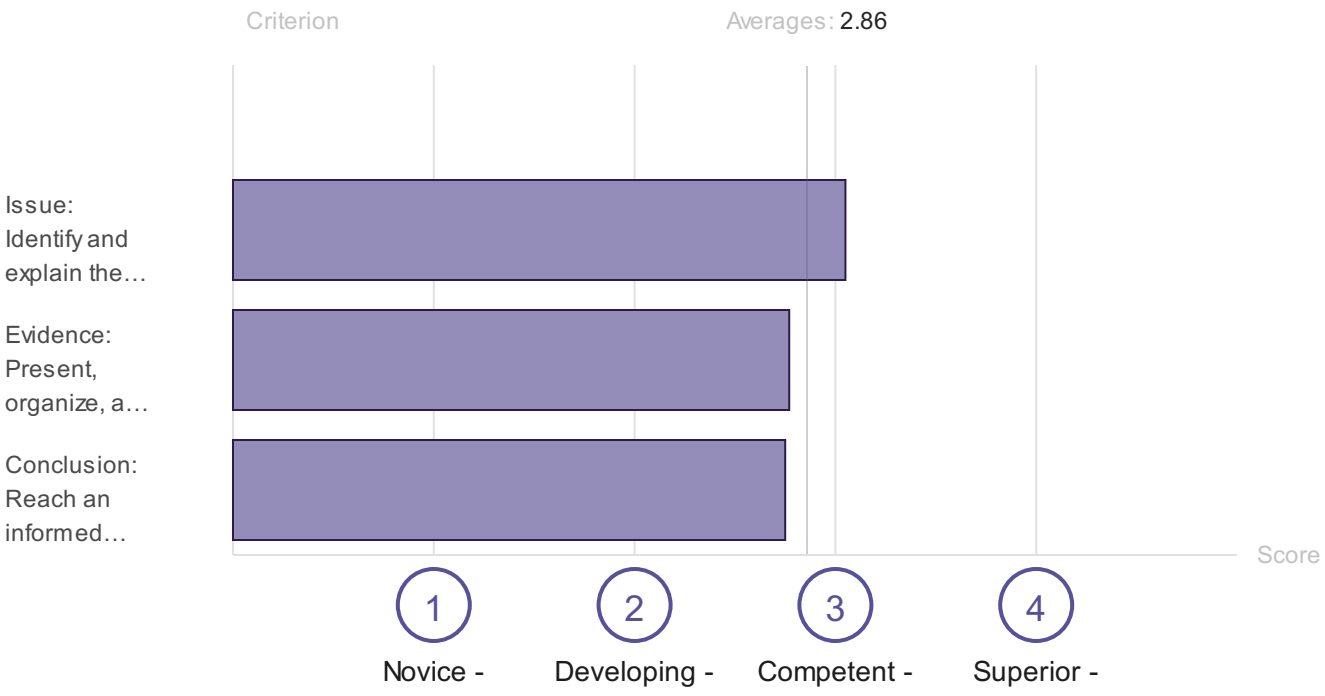
Outcome Performance Report: EDUCATIONAL OUTCOME 2

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by **All Criteria**

Outcome Performance Report: EDUCATIONAL OUTCOME 2

AVERAGE BY CRITERION



Outcome Performance Report: EDUCATIONAL OUTCOME 2

Average by Criterion chart details

Issue: Identify and explain the issue, problem, or question.

Average Score: 3.05

Number of Submissions: 274

Number of Scores: 823

Evidence: Present, organize, and evaluate sufficient and relevant evidence.

Average Score: 2.77

Number of Submissions: 274

Number of Scores: 823

Conclusion: Reach an informed conclusion or solution.

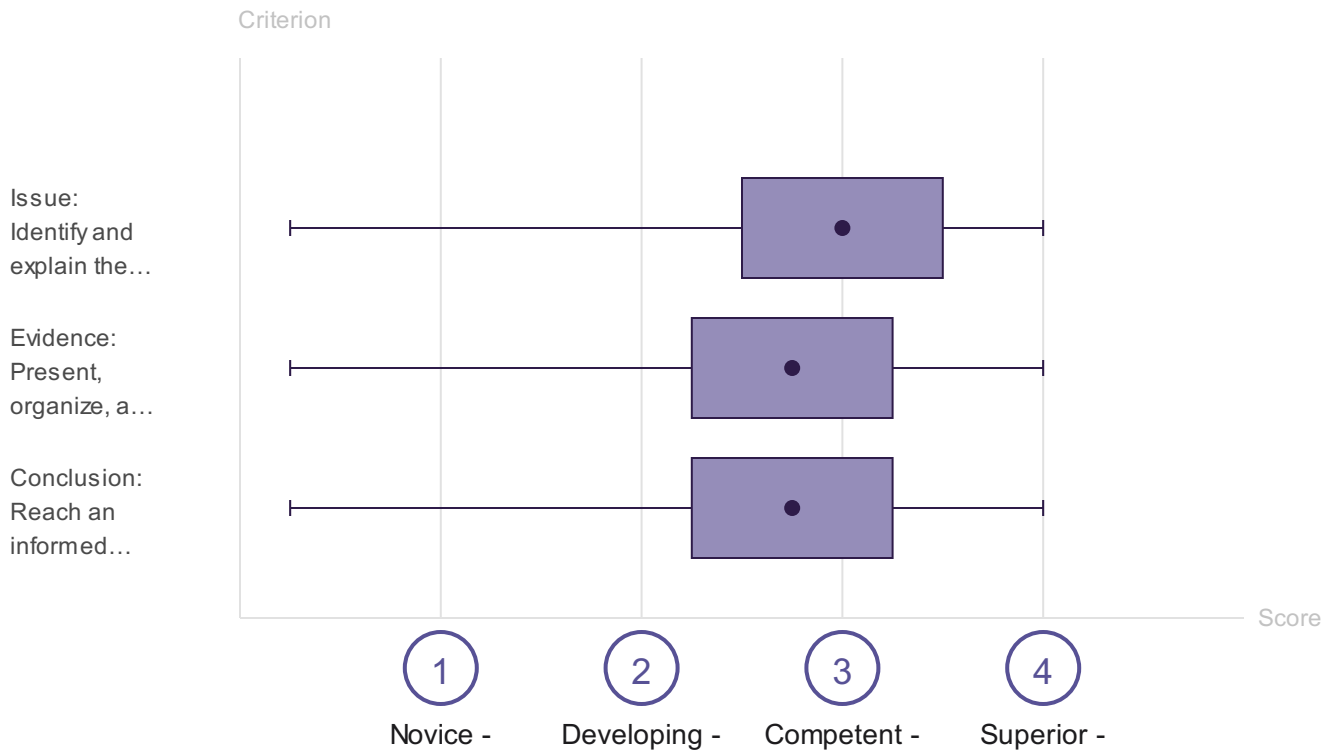
Average Score: 2.75

Number of Submissions: 274

Number of Scores: 823

Outcome Performance Report: EDUCATIONAL OUTCOME 2

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: EDUCATIONAL OUTCOME 2

Score Distribution by Criterion chart details

Issue: Identify and explain the issue, problem, or question.

Maximum Score: 4

Minimum Score: 0.25

Median Score: 3

Number Of Submissions: 274

Evidence: Present, organize, and evaluate sufficient and relevant evidence.

Maximum Score: 4

Minimum Score: 0.25

Median Score: 2.75

Number Of Submissions: 274

Conclusion: Reach an informed conclusion or solution.

Maximum Score: 4

Minimum Score: 0.25

Median Score: 2.75

Number Of Submissions: 274

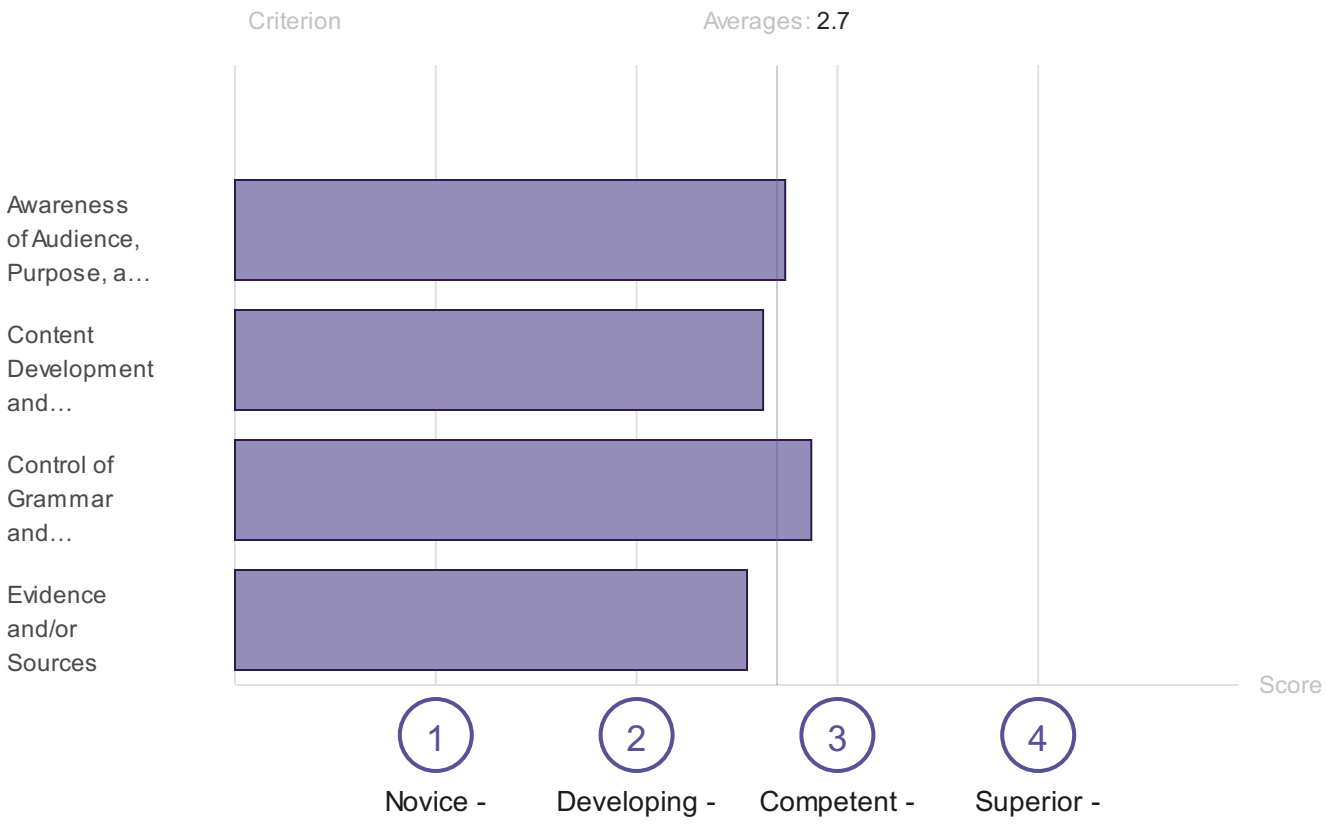
Outcome Performance Report: WRITING RUBRIC

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by **All Criteria**

Outcome Performance Report: WRITING RUBRIC

AVERAGE BY CRITERION



Outcome Performance Report: WRITING RUBRIC

Average by Criterion chart details

Awareness of Audience, Purpose, and Genre

Average Score: 2.74

Number of Submissions: 66

Number of Scores: 264

Content Development and Organization

Average Score: 2.63

Number of Submissions: 66

Number of Scores: 264

Control of Grammar and Mechanics

Average Score: 2.87

Number of Submissions: 66

Number of Scores: 264

Evidence and/or Sources

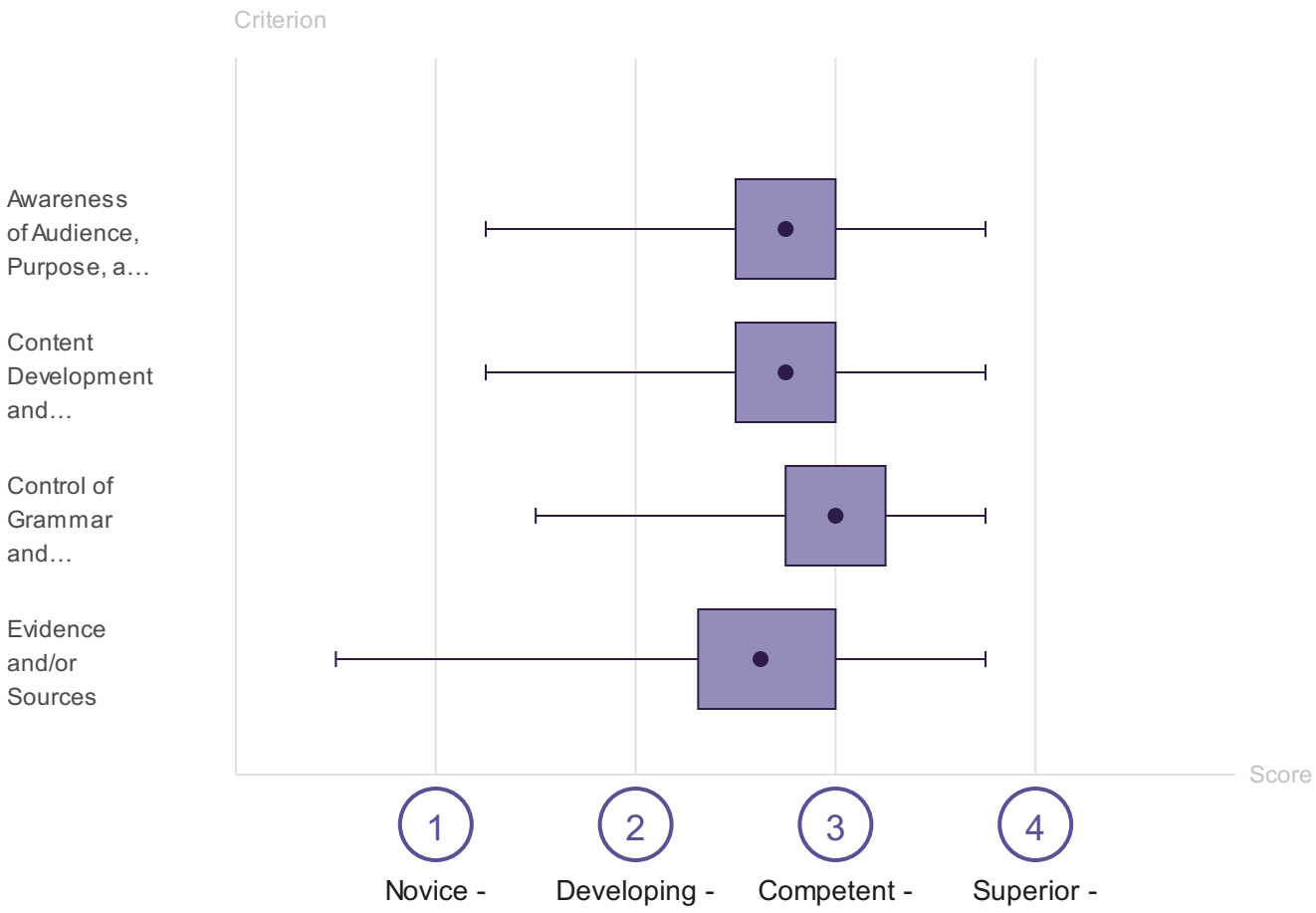
Average Score: 2.55

Number of Submissions: 66

Number of Scores: 264

Outcome Performance Report: WRITING RUBRIC

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: WRITING RUBRIC

Score Distribution by Criterion chart details

Awareness of Audience, Purpose, and Genre

Maximum Score: 3.75
Minimum Score: 1.25
Median Score: 2.75
Number Of Submissions: 66

Content Development and Organization

Maximum Score: 3.75
Minimum Score: 1.25
Median Score: 2.75
Number Of Submissions: 66

Control of Grammar and Mechanics

Maximum Score: 3.75
Minimum Score: 1.5
Median Score: 3
Number Of Submissions: 66

Evidence and/or Sources

Maximum Score: 3.75
Minimum Score: 0.5
Median Score: 2.63
Number Of Submissions: 66

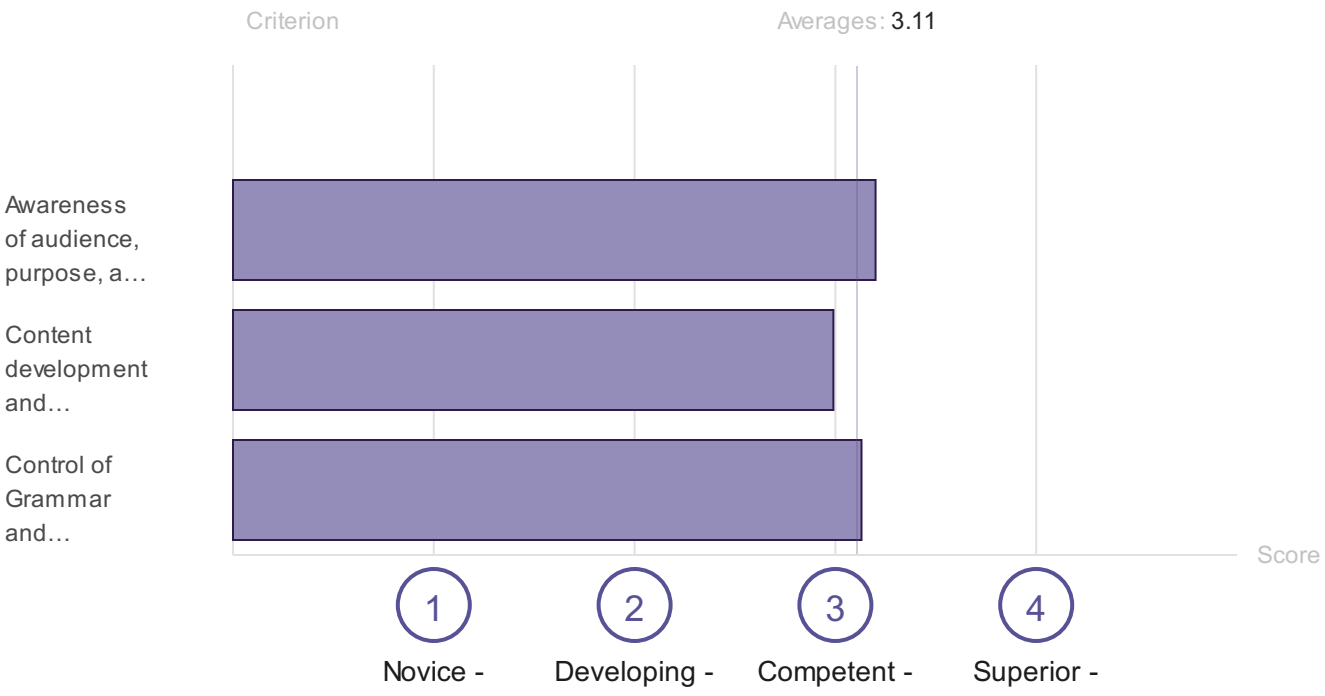
Outcome Performance Report: EDUCATIONAL OUTCOME 1

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by **All Criteria**

Outcome Performance Report: EDUCATIONAL OUTCOME 1

AVERAGE BY CRITERION



Outcome Performance Report: EDUCATIONAL OUTCOME 1

Average by Criterion chart details

Awareness of audience, purpose, and genre

Average Score: 3.2

Number of Submissions: 208

Number of Scores: 559

Content development and organization

Average Score: 2.99

Number of Submissions: 208

Number of Scores: 559

Control of Grammar and Mechanics

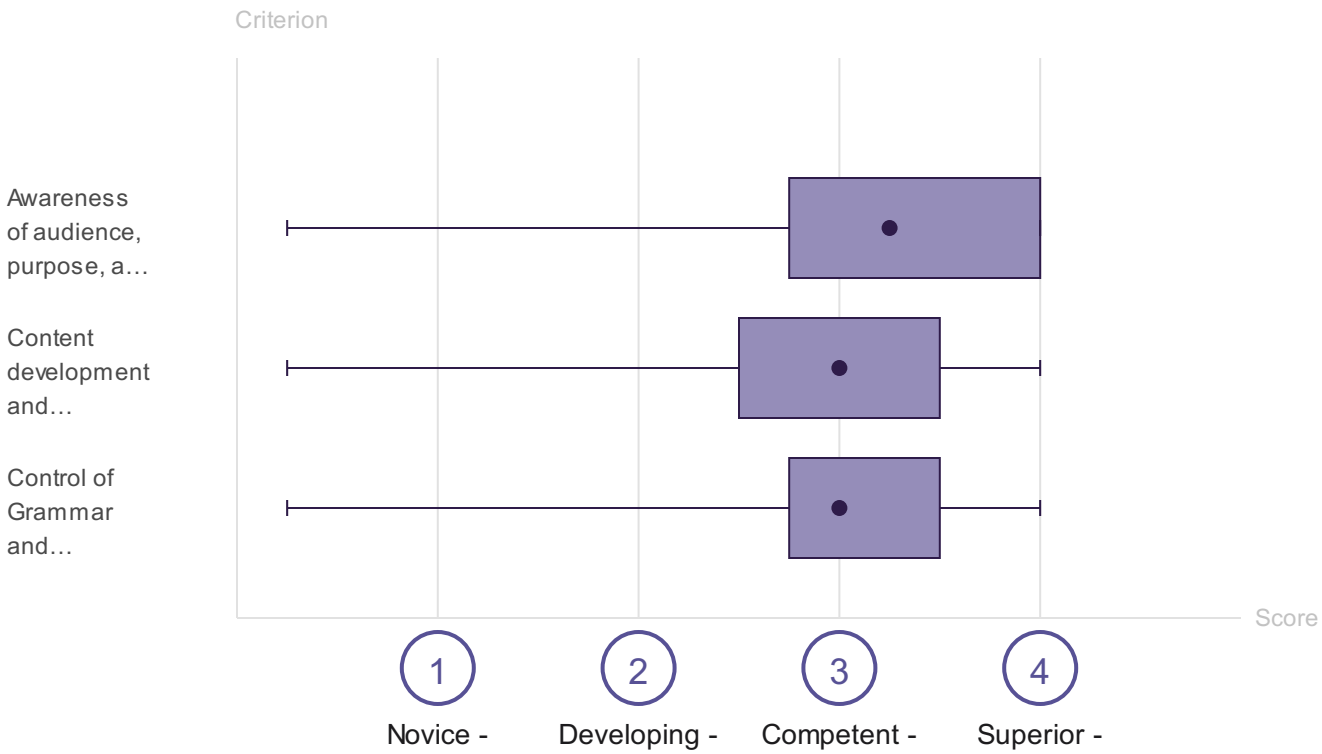
Average Score: 3.13

Number of Submissions: 208

Number of Scores: 559

Outcome Performance Report: EDUCATIONAL OUTCOME 1

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: EDUCATIONAL OUTCOME 1

Score Distribution by Criterion chart details

Awareness of audience, purpose, and genre

Maximum Score: 4

Minimum Score: 0.25

Median Score: 3.25

Number Of Submissions: 208

Content development and organization

Maximum Score: 4

Minimum Score: 0.25

Median Score: 3

Number Of Submissions: 208

Control of Grammar and Mechanics

Maximum Score: 4

Minimum Score: 0.25

Median Score: 3

Number Of Submissions: 208

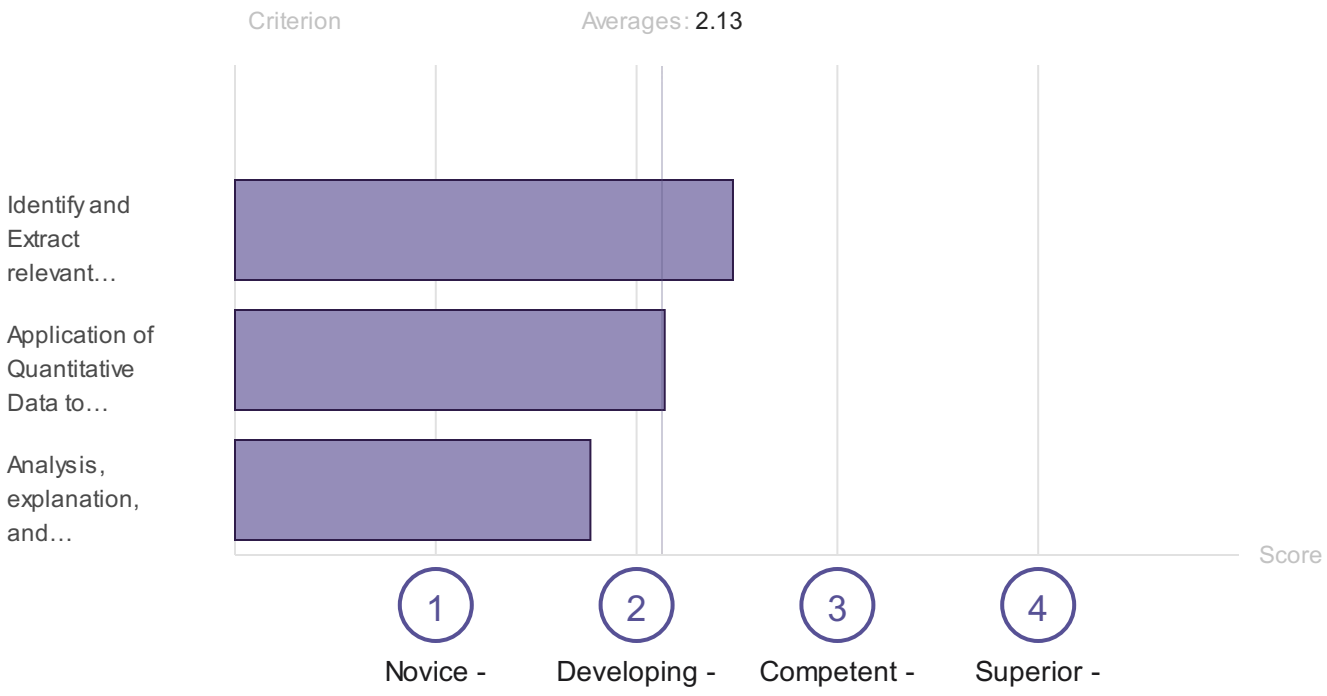
Outcome Performance Report: QUANTITATIVE REASONING

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by **All Criteria**

Outcome Performance Report: QUANTITATIVE REASONING

AVERAGE BY CRITERION



Outcome Performance Report: QUANTITATIVE REASONING

Average by Criterion chart details

Identify and Extract relevant quantitative information

Average Score: 2.48

Number of Submissions: 77

Number of Scores: 141

Application of Quantitative Data to Derive Information

Average Score: 2.14

Number of Submissions: 77

Number of Scores: 141

Analysis, explanation, and interpretation of quantitative results.

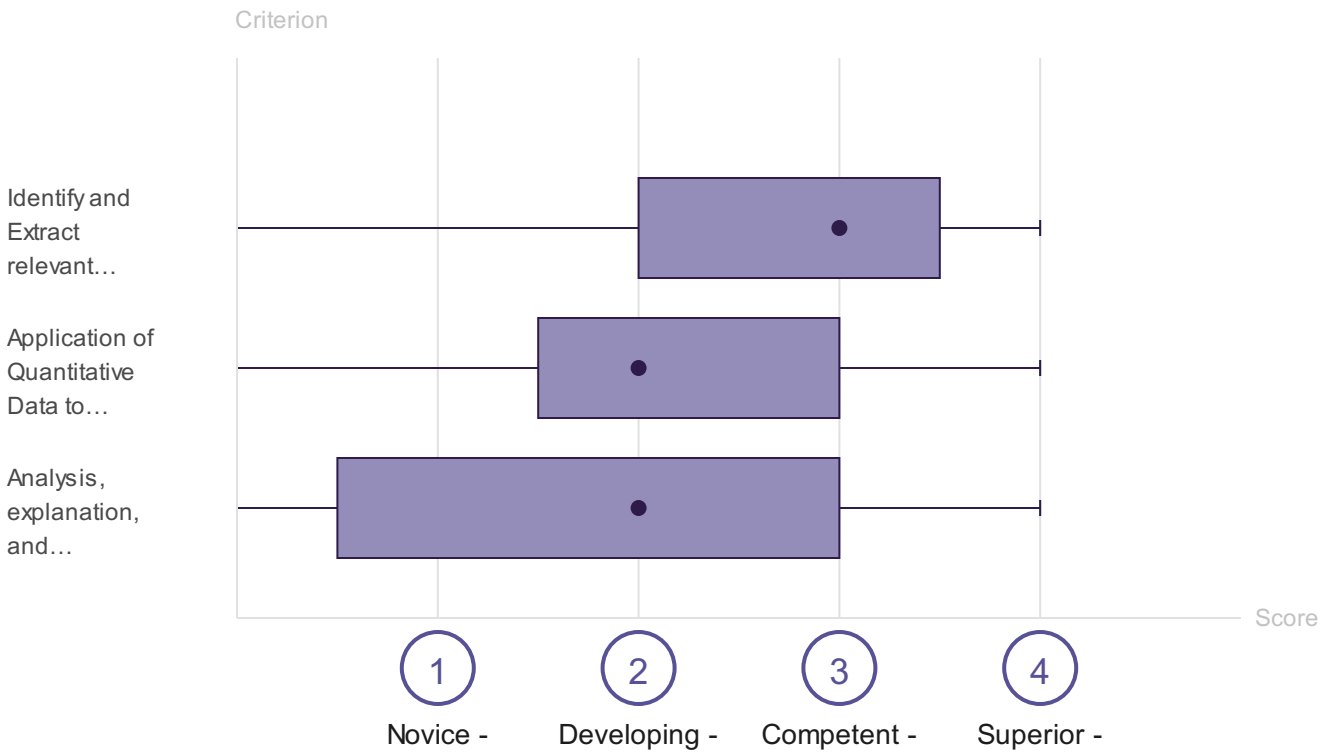
Average Score: 1.77

Number of Submissions: 77

Number of Scores: 141

Outcome Performance Report: QUANTITATIVE REASONING

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: QUANTITATIVE REASONING

Score Distribution by Criterion chart details

Identify and Extract relevant quantitative information

Maximum Score: 4
Minimum Score: 0
Median Score: 3
Number Of Submissions: 77

Application of Quantitative Data to Derive Information

Maximum Score: 4
Minimum Score: 0
Median Score: 2
Number Of Submissions: 77

Analysis, explanation, and interpretation of quantitative results.

Maximum Score: 4
Minimum Score: 0
Median Score: 2
Number Of Submissions: 77

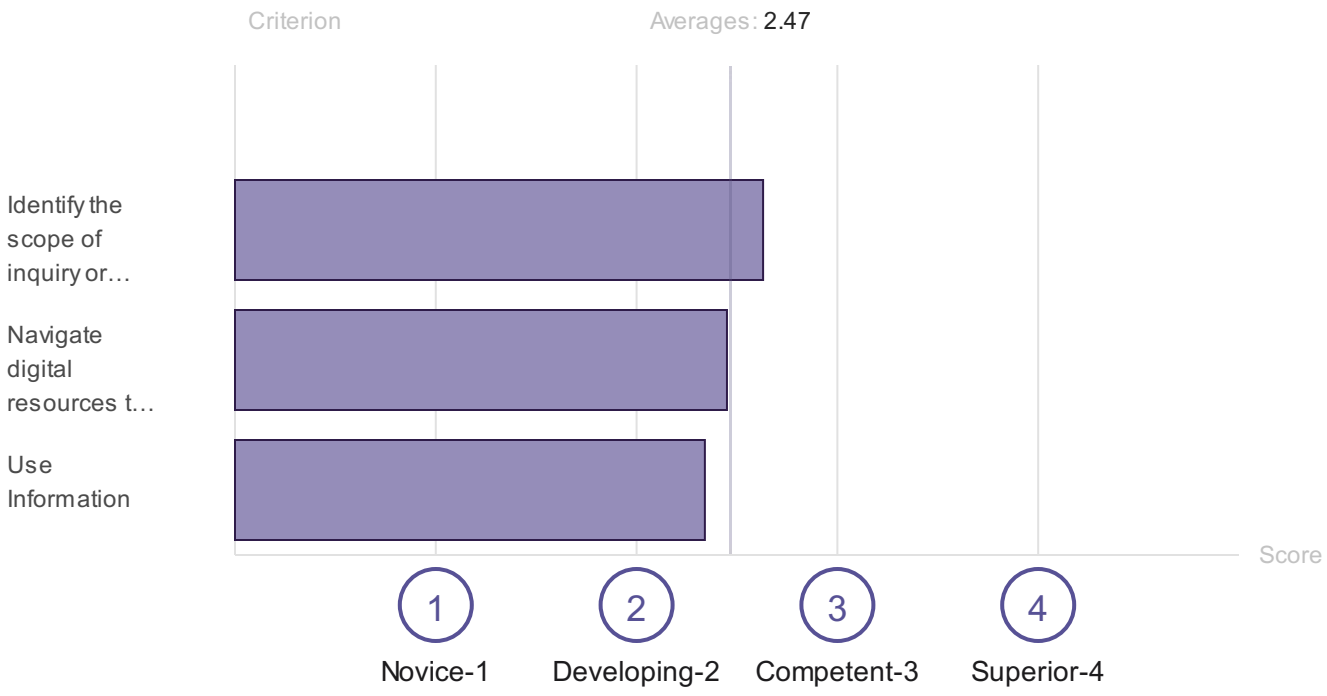
Outcome Performance Report: INFORMATION MANAGEMENT

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by **All Criteria**

Outcome Performance Report: INFORMATION MANAGEMENT

AVERAGE BY CRITERION



Outcome Performance Report: INFORMATION MANAGEMENT

Average by Criterion chart details

Identify the scope of inquiry or investigation needed for the assignment.

Average Score: 2.63

Number of Submissions: 28

Number of Scores: 112

Navigate digital resources to obtain relevant Information

Average Score: 2.45

Number of Submissions: 28

Number of Scores: 112

Use Information

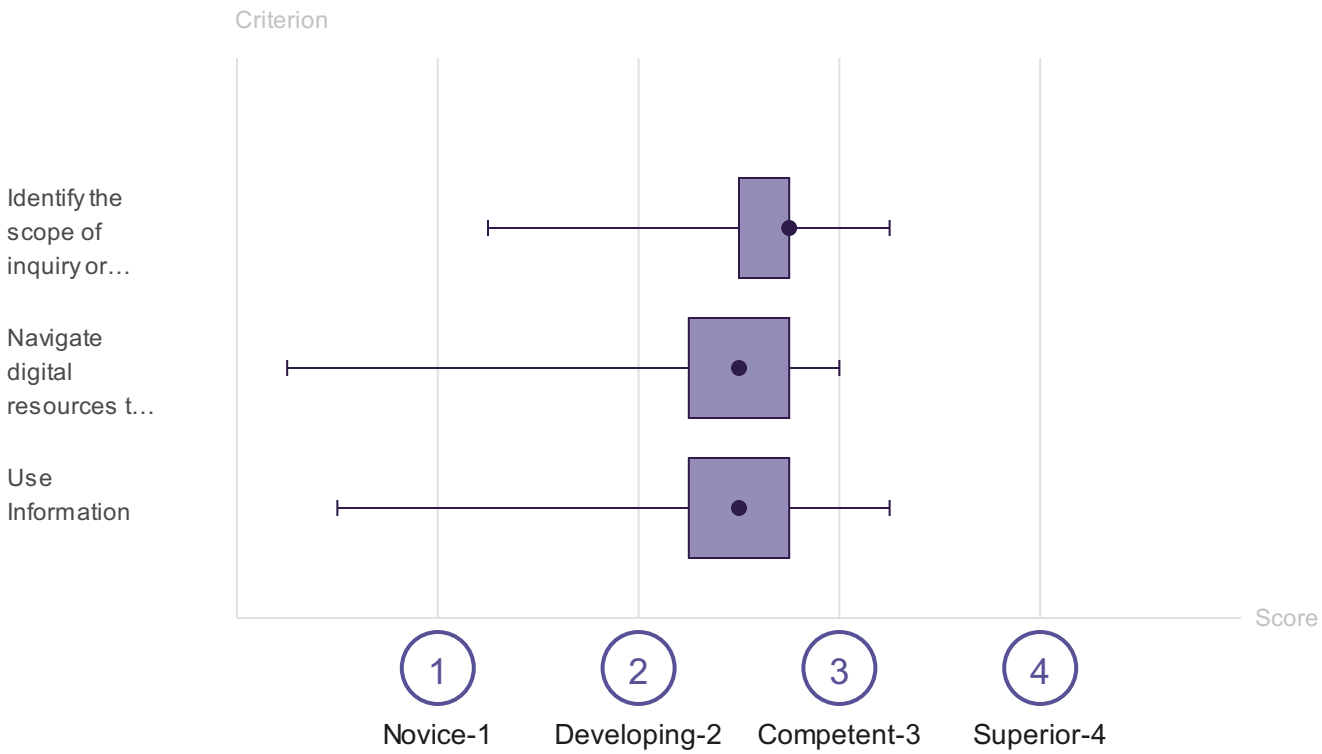
Average Score: 2.34

Number of Submissions: 28

Number of Scores: 112

Outcome Performance Report: INFORMATION MANAGEMENT

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: INFORMATION MANAGEMENT

Score Distribution by Criterion chart details

Identify the scope of inquiry or investigation needed for the assignment.

Maximum Score: 3.25
Minimum Score: 1.25
Median Score: 2.75
Number Of Submissions: 28

Navigate digital resources to obtain relevant Information

Maximum Score: 3
Minimum Score: 0.25
Median Score: 2.5
Number Of Submissions: 28

Use Information

Maximum Score: 3.25
Minimum Score: 0.5
Median Score: 2.5
Number Of Submissions: 28

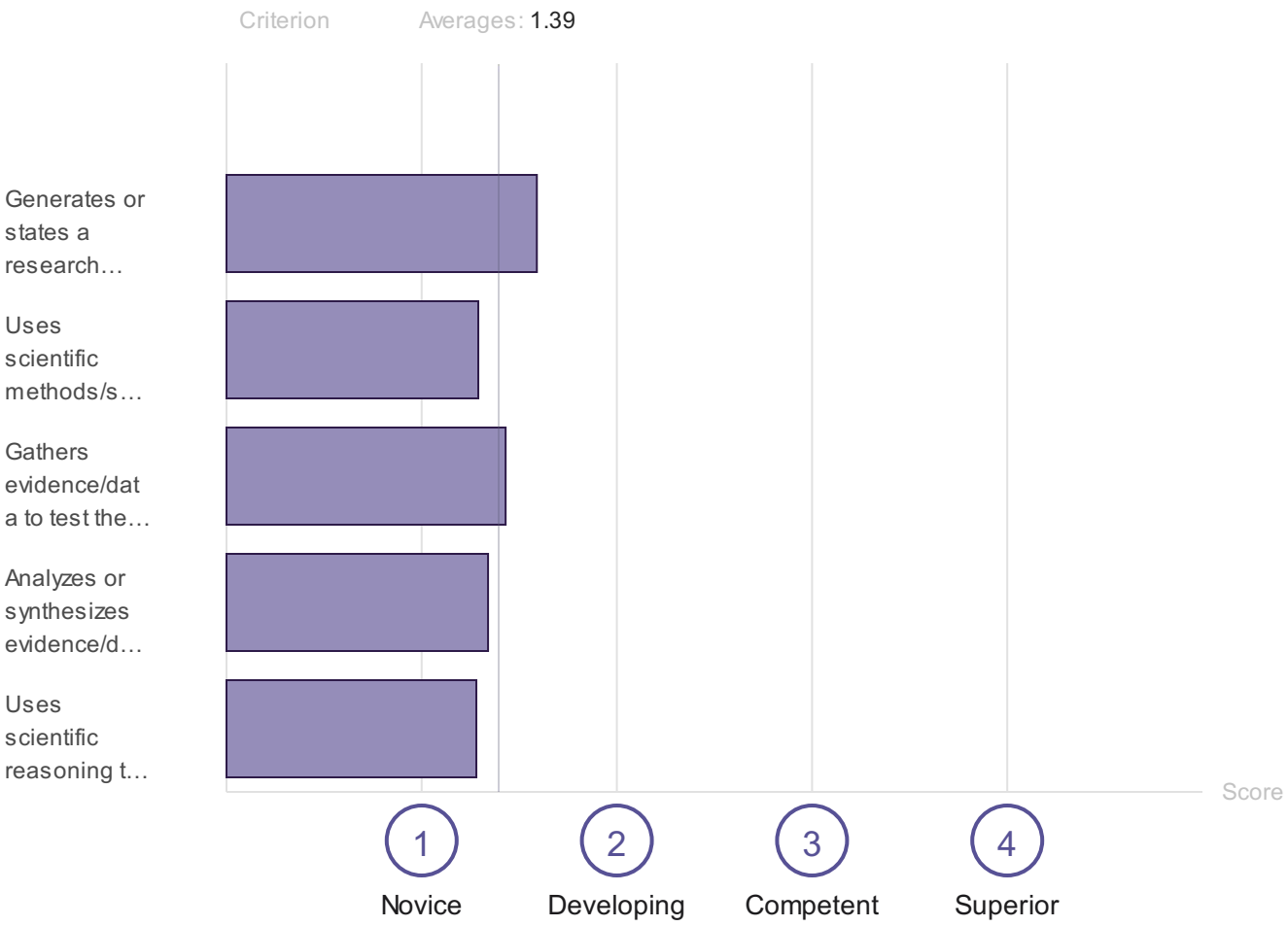
Outcome Performance Report: Scientific Reasoning

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by **All Criteria**

Outcome Performance Report: Scientific Reasoning

AVERAGE BY CRITERION



Outcome Performance Report: Scientific Reasoning

Average by Criterion chart details

Generates or states a research question and/or experimental objective that can be investigated using scientific methods/scientific reasoning

Average Score: 1.59
Number of Submissions: 54
Number of Scores: 216

Uses scientific methods/scientific reasoning

Average Score: 1.29
Number of Submissions: 54
Number of Scores: 216

Gathers evidence/data to test the hypothesis or thesis statement

Average Score: 1.43
Number of Submissions: 54
Number of Scores: 216

Analyzes or synthesizes evidence/data to evaluate the hypothesis

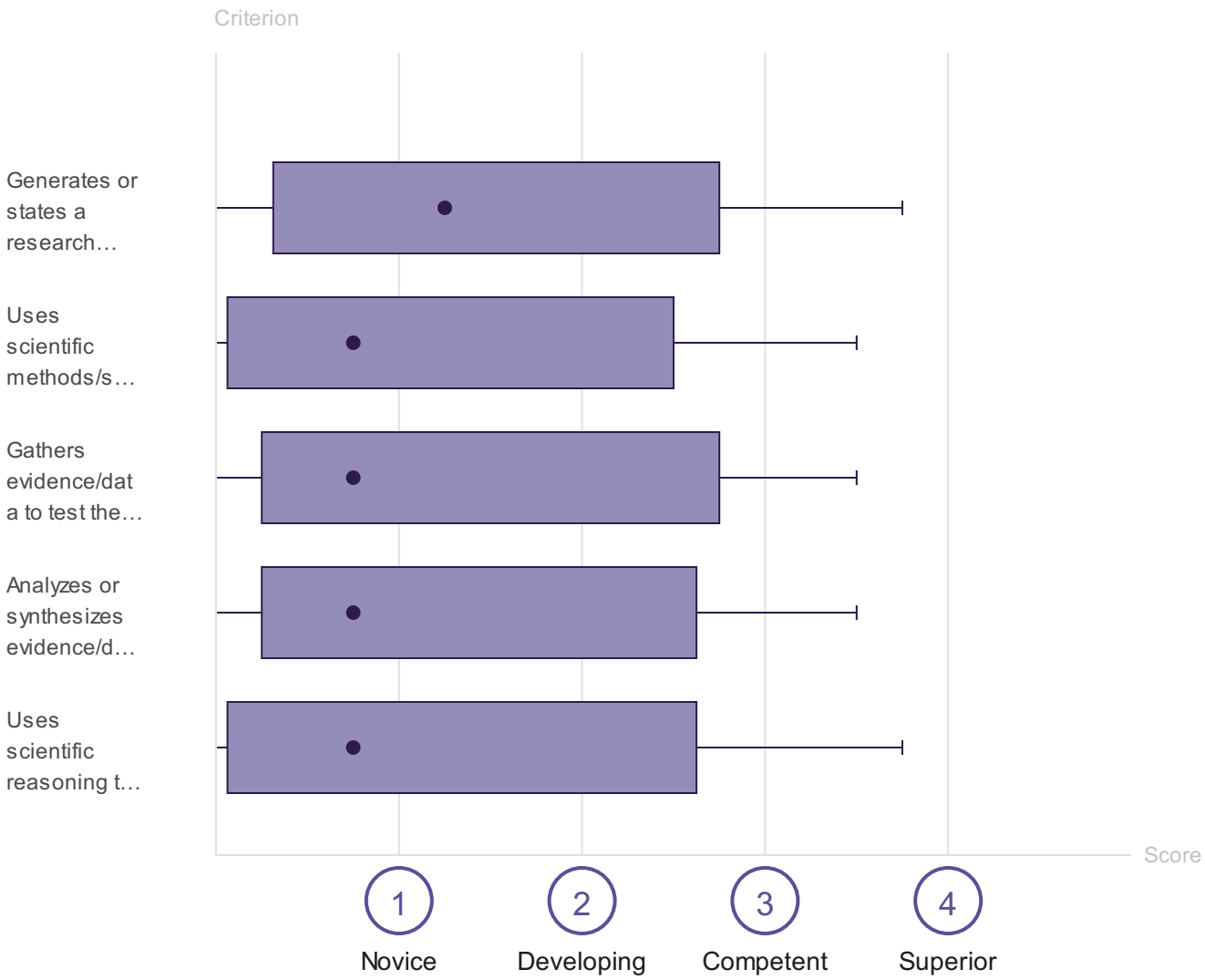
Average Score: 1.34
Number of Submissions: 54
Number of Scores: 216

Uses scientific reasoning to draw conclusion(s) based on the analysis of the evidence/data

Average Score: 1.28
Number of Submissions: 54
Number of Scores: 216

Outcome Performance Report: Scientific Reasoning

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: Scientific Reasoning

Score Distribution by Criterion chart details

Generates or states a research question and/or experimental objective that can be investigated using scientific methods/scientific reasoning

Maximum Score: 3.75
Minimum Score: 0
Median Score: 1.25
Number Of Submissions: 54

Uses scientific methods/scientific reasoning

Maximum Score: 3.5
Minimum Score: 0
Median Score: 0.75
Number Of Submissions: 54

Gathers evidence/data to test the hypothesis or thesis statement

Maximum Score: 3.5
Minimum Score: 0
Median Score: 0.75
Number Of Submissions: 54

Analyzes or synthesizes evidence/data to evaluate the hypothesis

Maximum Score: 3.5
Minimum Score: 0
Median Score: 0.75
Number Of Submissions: 54

Uses scientific reasoning to draw conclusion(s) based on the analysis of the evidence/data

Maximum Score: 3.75
Minimum Score: 0
Median Score: 0.75
Number Of Submissions: 54

FALL 2022

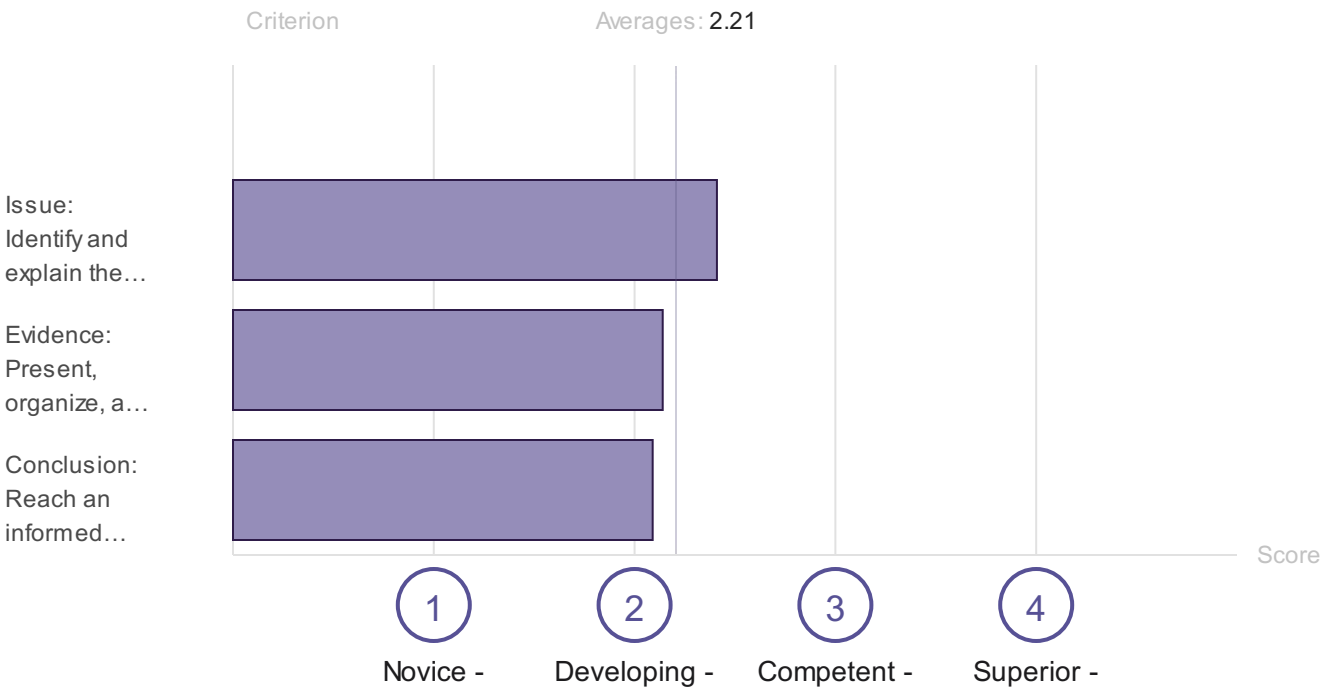
Outcome Performance Report: EDUCATIONAL OUTCOME 2

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by **All Criteria**

Outcome Performance Report: EDUCATIONAL OUTCOME 2

AVERAGE BY CRITERION



Outcome Performance Report: EDUCATIONAL OUTCOME 2

Average by Criterion chart details

Issue: Identify and explain the issue, problem, or question.

Average Score: 2.41

Number of Submissions: 167

Number of Scores: 668

Evidence: Present, organize, and evaluate sufficient and relevant evidence.

Average Score: 2.14

Number of Submissions: 167

Number of Scores: 668

Conclusion: Reach an informed conclusion or solution.

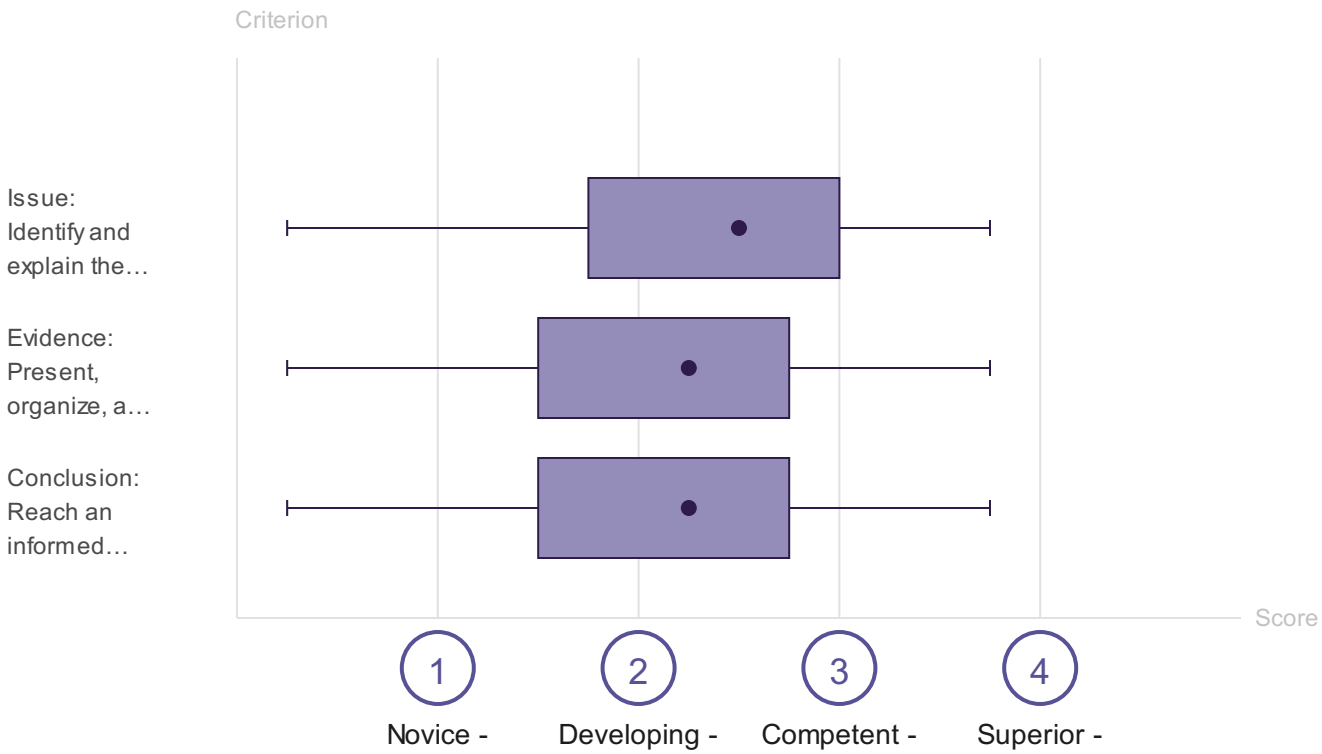
Average Score: 2.09

Number of Submissions: 167

Number of Scores: 668

Outcome Performance Report: EDUCATIONAL OUTCOME 2

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: EDUCATIONAL OUTCOME 2

Score Distribution by Criterion chart details

Issue: Identify and explain the issue, problem, or question.

Maximum Score: 3.75

Minimum Score: 0.25

Median Score: 2.5

Number Of Submissions: 167

Evidence: Present, organize, and evaluate sufficient and relevant evidence.

Maximum Score: 3.75

Minimum Score: 0.25

Median Score: 2.25

Number Of Submissions: 167

Conclusion: Reach an informed conclusion or solution.

Maximum Score: 3.75

Minimum Score: 0.25

Median Score: 2.25

Number Of Submissions: 167

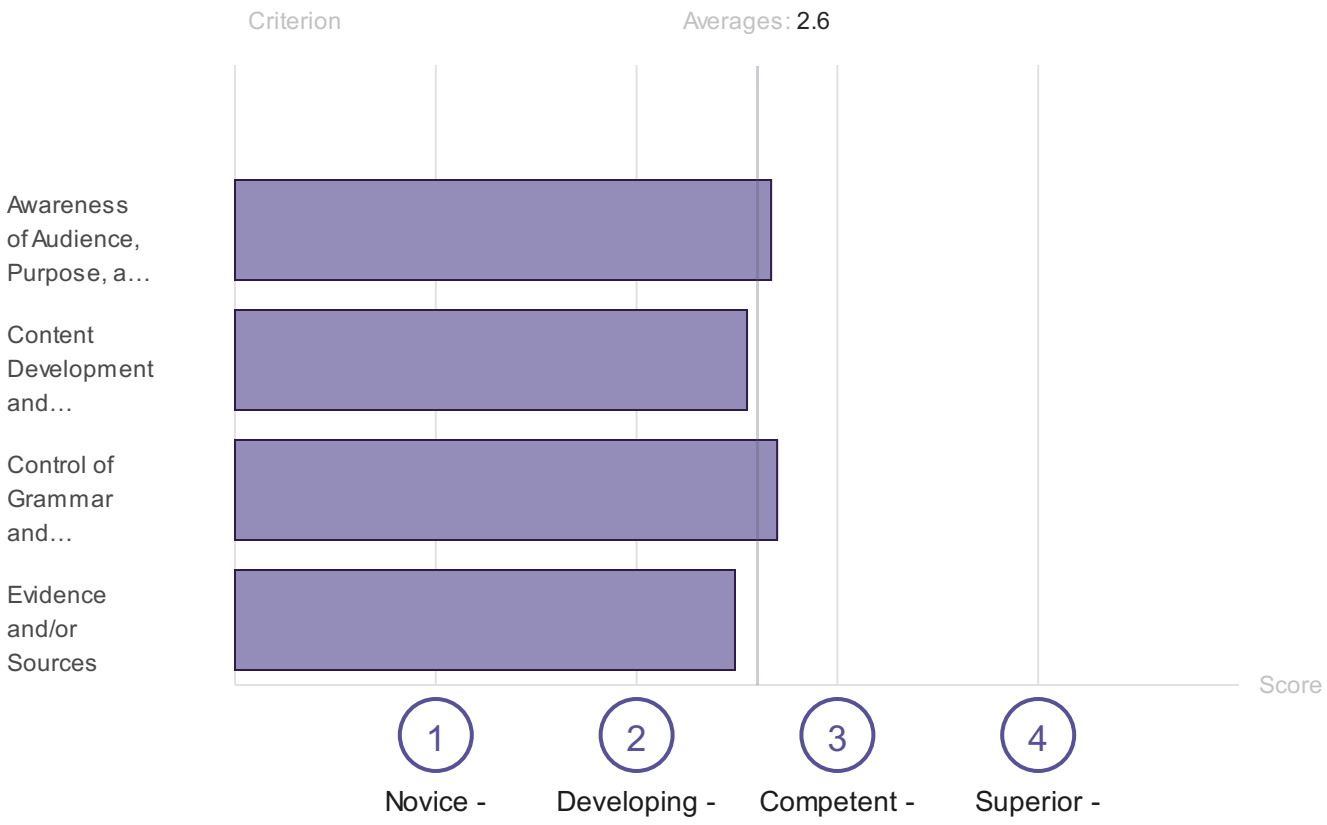
Outcome Performance Report: WRITING RUBRIC

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by **All Criteria**

Outcome Performance Report: WRITING RUBRIC

AVERAGE BY CRITERION



Outcome Performance Report: WRITING RUBRIC

Average by Criterion chart details

Awareness of Audience, Purpose, and Genre

Average Score: 2.67

Number of Submissions: 49

Number of Scores: 196

Content Development and Organization

Average Score: 2.55

Number of Submissions: 49

Number of Scores: 196

Control of Grammar and Mechanics

Average Score: 2.7

Number of Submissions: 49

Number of Scores: 196

Evidence and/or Sources

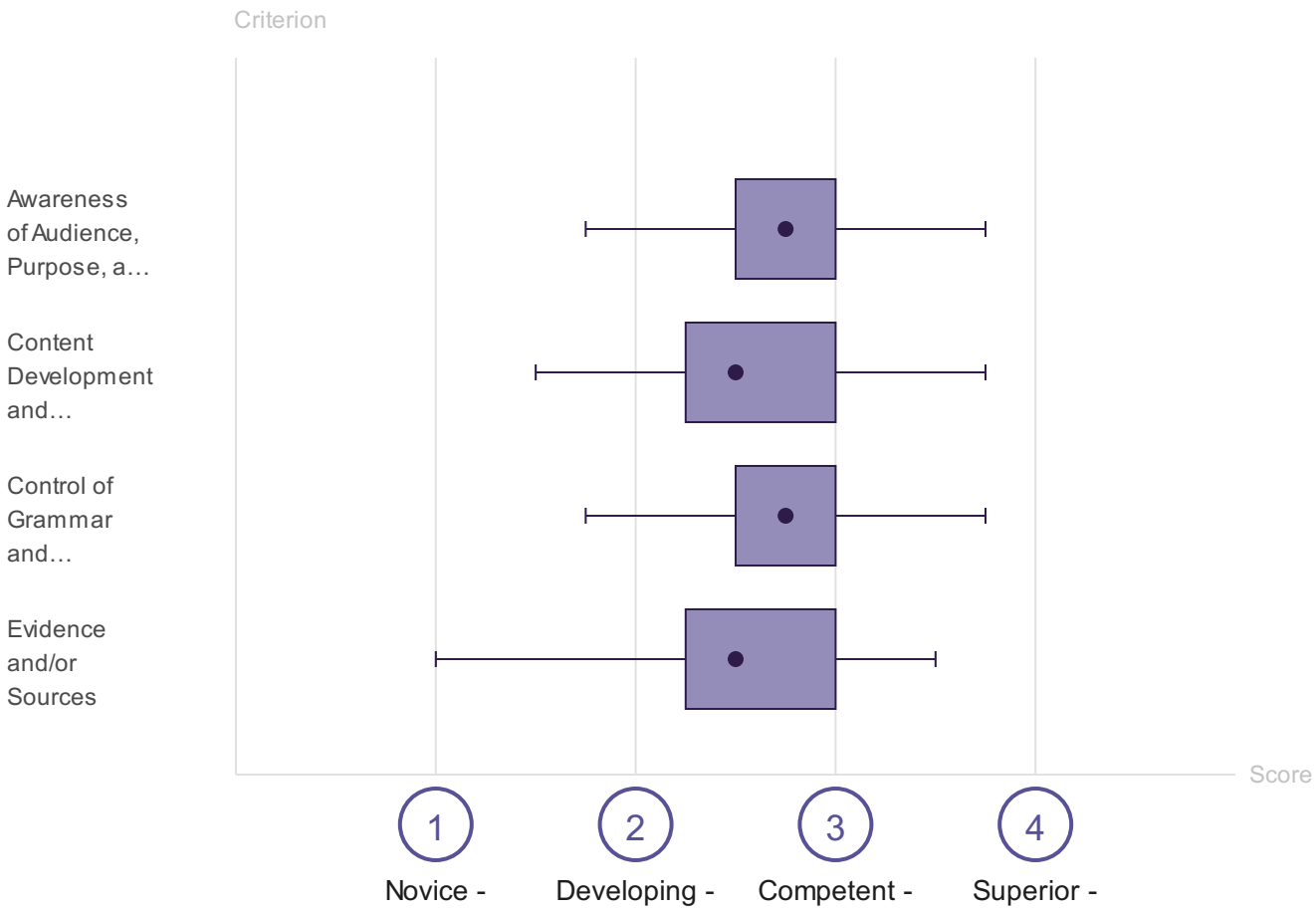
Average Score: 2.49

Number of Submissions: 49

Number of Scores: 196

Outcome Performance Report: WRITING RUBRIC

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: WRITING RUBRIC

Score Distribution by Criterion chart details

Awareness of Audience, Purpose, and Genre

Maximum Score: 3.75
Minimum Score: 1.75
Median Score: 2.75
Number Of Submissions: 49

Content Development and Organization

Maximum Score: 3.75
Minimum Score: 1.5
Median Score: 2.5
Number Of Submissions: 49

Control of Grammar and Mechanics

Maximum Score: 3.75
Minimum Score: 1.75
Median Score: 2.75
Number Of Submissions: 49

Evidence and/or Sources

Maximum Score: 3.5
Minimum Score: 1
Median Score: 2.5
Number Of Submissions: 49

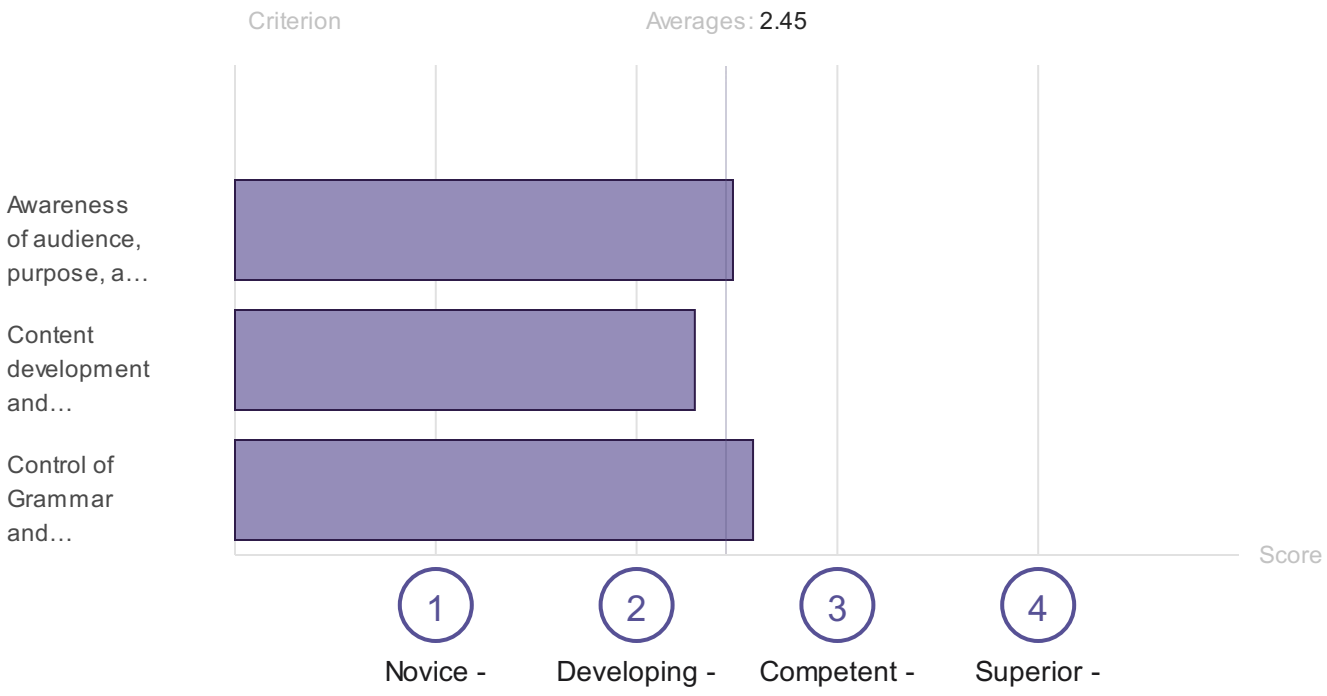
Outcome Performance Report: EDUCATIONAL OUTCOME 1

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by **All Criteria**

Outcome Performance Report: EDUCATIONAL OUTCOME 1

AVERAGE BY CRITERION



Outcome Performance Report: EDUCATIONAL OUTCOME 1

Average by Criterion chart details

Awareness of audience, purpose, and genre

Average Score: 2.48

Number of Submissions: 128

Number of Scores: 512

Content development and organization

Average Score: 2.29

Number of Submissions: 128

Number of Scores: 512

Control of Grammar and Mechanics

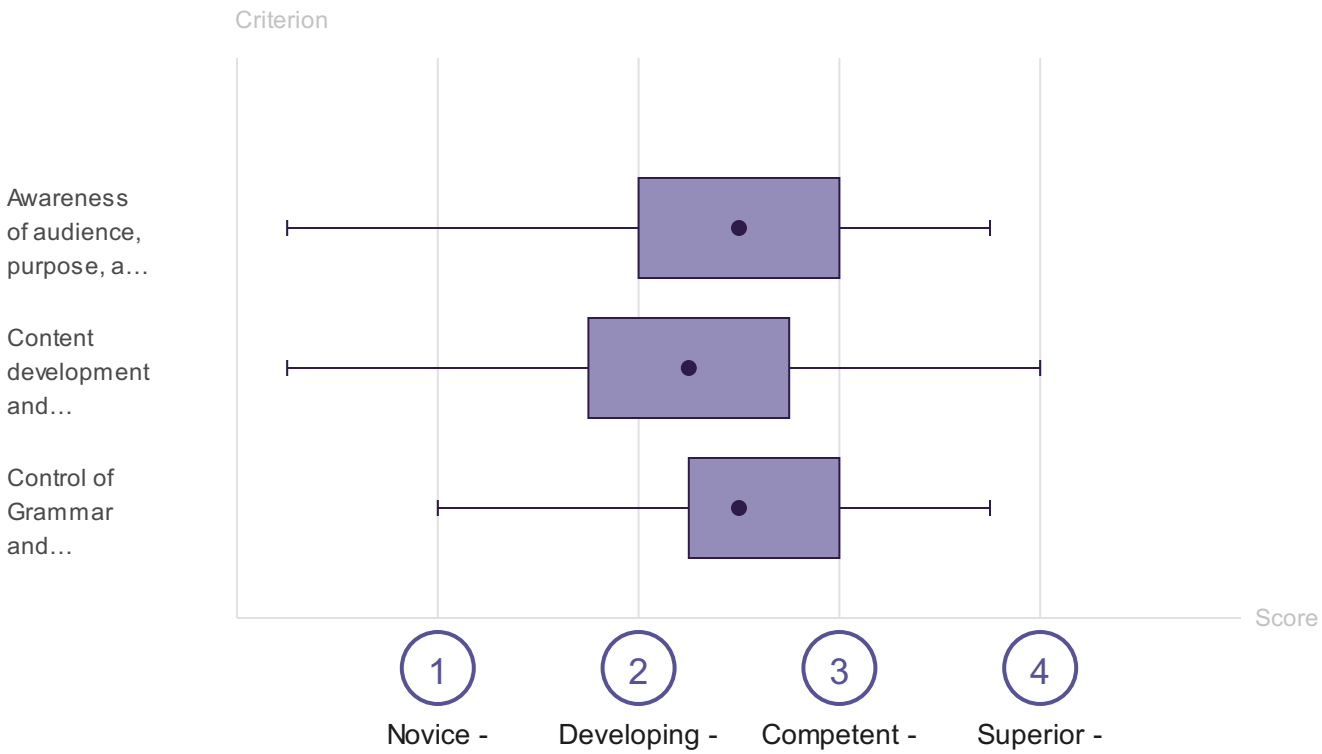
Average Score: 2.58

Number of Submissions: 128

Number of Scores: 512

Outcome Performance Report: EDUCATIONAL OUTCOME 1

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: EDUCATIONAL OUTCOME 1

Score Distribution by Criterion chart details

Awareness of audience, purpose, and genre

Maximum Score: 3.75
Minimum Score: 0.25
Median Score: 2.5
Number Of Submissions: 128

Content development and organization

Maximum Score: 4
Minimum Score: 0.25
Median Score: 2.25
Number Of Submissions: 128

Control of Grammar and Mechanics

Maximum Score: 3.75
Minimum Score: 1
Median Score: 2.5
Number Of Submissions: 128

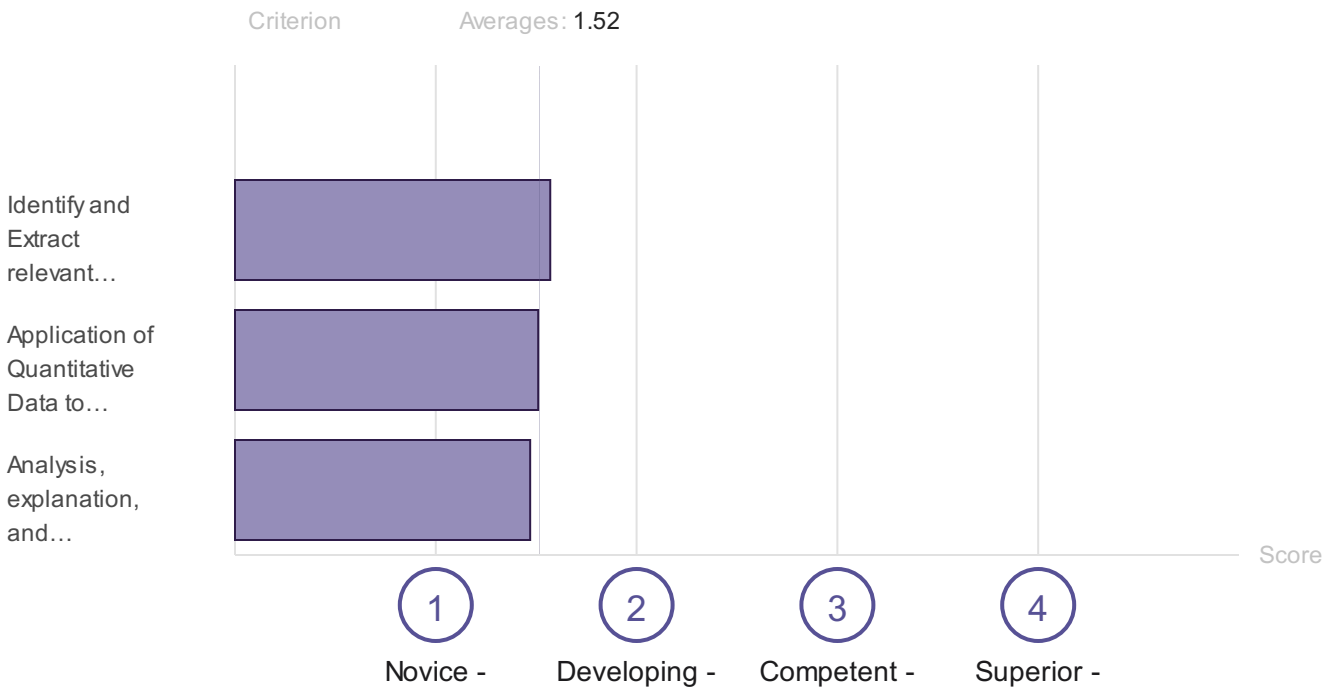
Outcome Performance Report: QUANTITATIVE REASONING

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by **All Criteria**

Outcome Performance Report: QUANTITATIVE REASONING

AVERAGE BY CRITERION



Outcome Performance Report: QUANTITATIVE REASONING

Average by Criterion chart details

Identify and Extract relevant quantitative information

Average Score: 1.57

Number of Submissions: 59

Number of Scores: 236

Application of Quantitative Data to Derive Information

Average Score: 1.51

Number of Submissions: 59

Number of Scores: 236

Analysis, explanation, and interpretation of quantitative results.

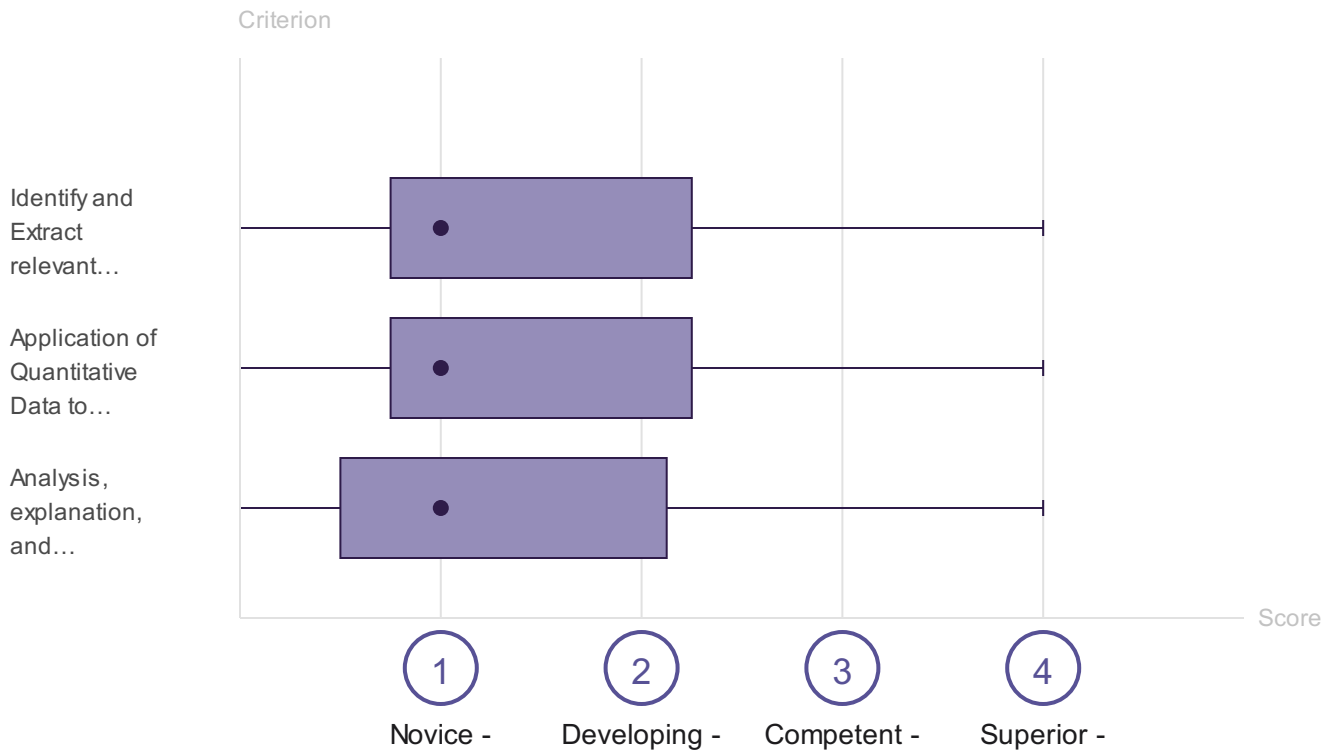
Average Score: 1.47

Number of Submissions: 59

Number of Scores: 236

Outcome Performance Report: QUANTITATIVE REASONING

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: QUANTITATIVE REASONING

Score Distribution by Criterion chart details

Identify and Extract relevant quantitative information

Maximum Score: 4
Minimum Score: 0
Median Score: 1
Number Of Submissions: 59

Application of Quantitative Data to Derive Information

Maximum Score: 4
Minimum Score: 0
Median Score: 1
Number Of Submissions: 59

Analysis, explanation, and interpretation of quantitative results.

Maximum Score: 4
Minimum Score: 0
Median Score: 1
Number Of Submissions: 59

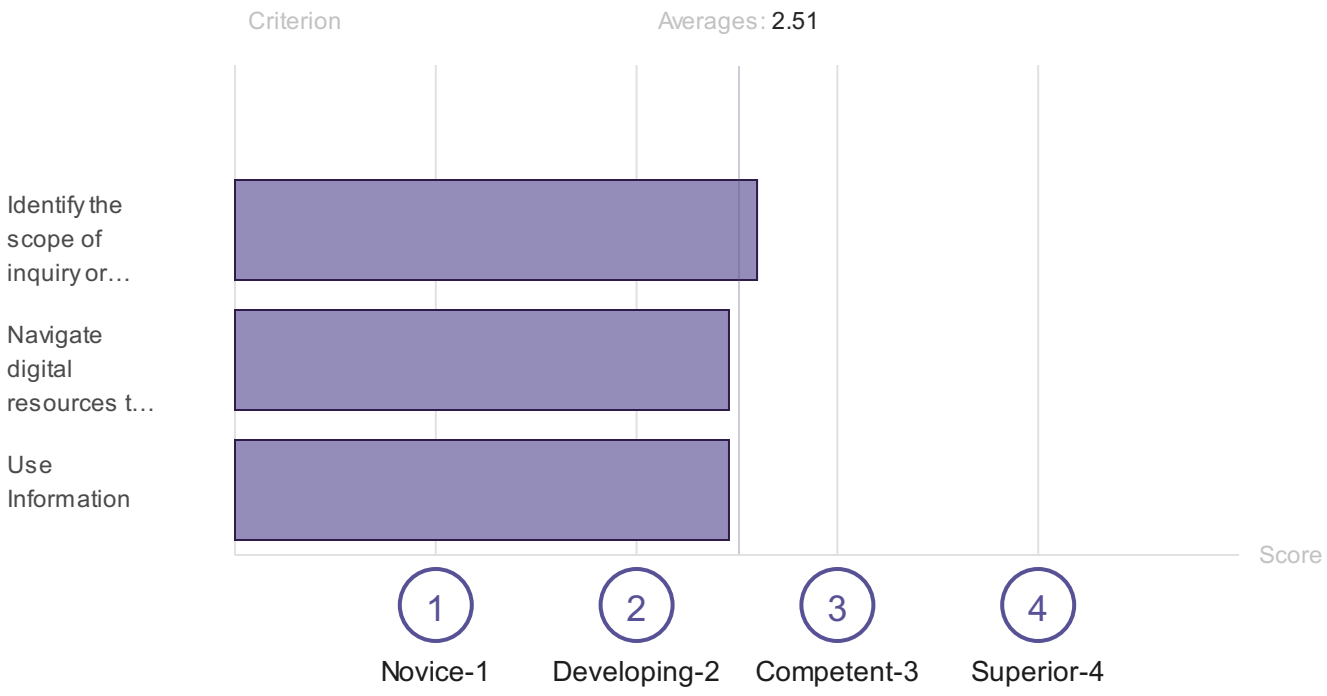
Outcome Performance Report: INFORMATION MANAGEMENT

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by **All Criteria**

Outcome Performance Report: INFORMATION MANAGEMENT

AVERAGE BY CRITERION



Outcome Performance Report: INFORMATION MANAGEMENT

Average by Criterion chart details

Identify the scope of inquiry or investigation needed for the assignment.

Average Score: 2.6

Number of Submissions: 31

Number of Scores: 124

Navigate digital resources to obtain relevant Information

Average Score: 2.46

Number of Submissions: 31

Number of Scores: 124

Use Information

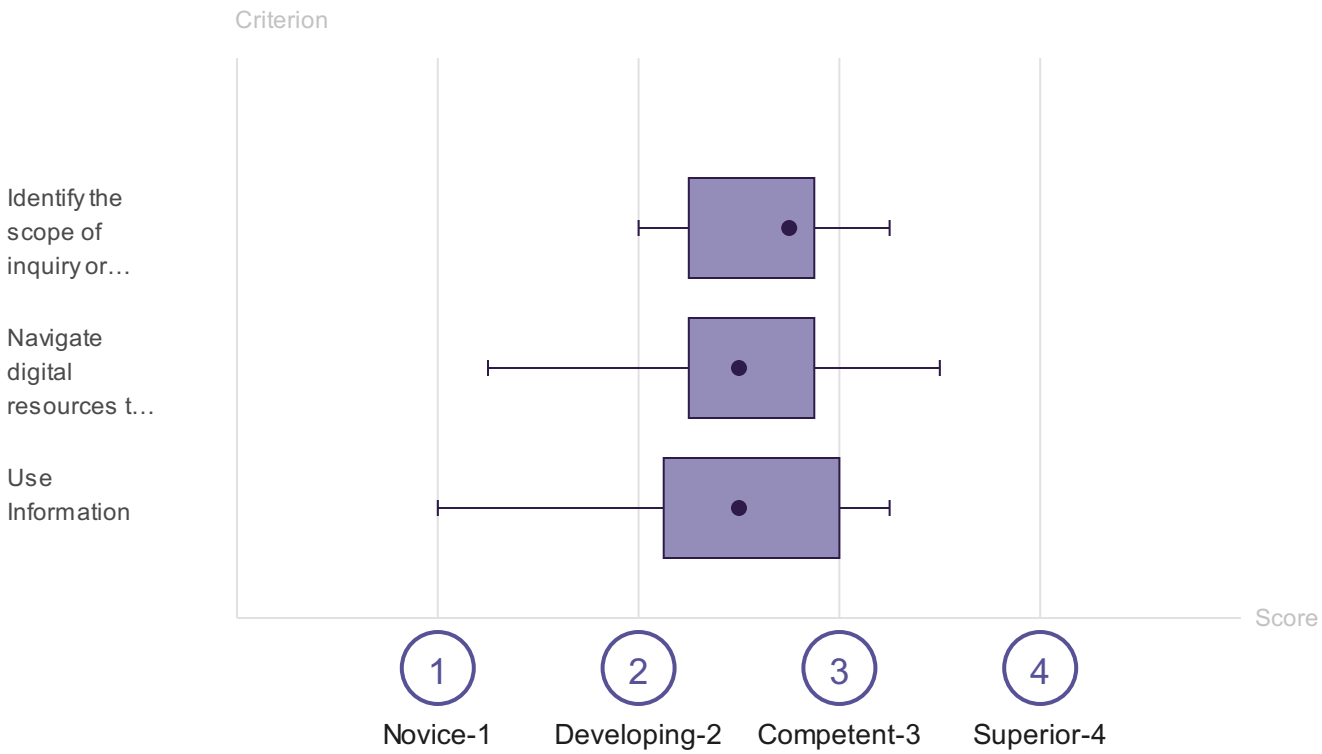
Average Score: 2.46

Number of Submissions: 31

Number of Scores: 124

Outcome Performance Report: INFORMATION MANAGEMENT

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: INFORMATION MANAGEMENT

Score Distribution by Criterion chart details

Identify the scope of inquiry or investigation needed for the assignment.

Maximum Score: 3.25
Minimum Score: 2
Median Score: 2.75
Number Of Submissions: 31

Navigate digital resources to obtain relevant Information

Maximum Score: 3.5
Minimum Score: 1.25
Median Score: 2.5
Number Of Submissions: 31

Use Information

Maximum Score: 3.25
Minimum Score: 1
Median Score: 2.5
Number Of Submissions: 31

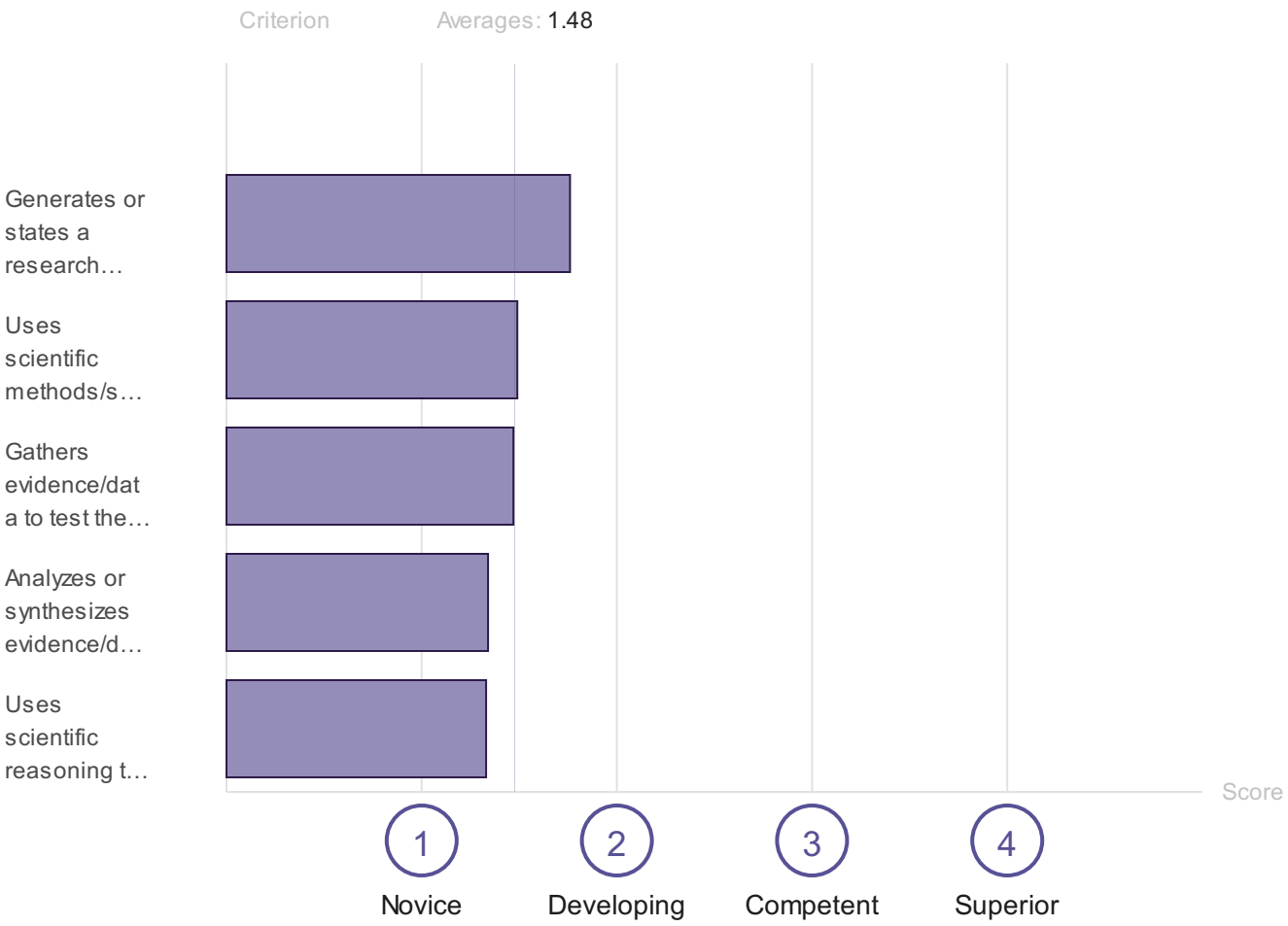
Outcome Performance Report: Scientific Reasoning

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by **All Criteria**

Outcome Performance Report: Scientific Reasoning

AVERAGE BY CRITERION



Outcome Performance Report: Scientific Reasoning

Average by Criterion chart details

Generates or states a research question and/or experimental objective that can be investigated using scientific methods/scientific reasoning

Average Score: 1.76

Number of Submissions: 59

Number of Scores: 236

Uses scientific methods/scientific reasoning

Average Score: 1.49

Number of Submissions: 59

Number of Scores: 236

Gathers evidence/data to test the hypothesis or thesis statement

Average Score: 1.47

Number of Submissions: 59

Number of Scores: 236

Analyzes or synthesizes evidence/data to evaluate the hypothesis

Average Score: 1.34

Number of Submissions: 59

Number of Scores: 236

Uses scientific reasoning to draw conclusion(s) based on the analysis of the evidence/data

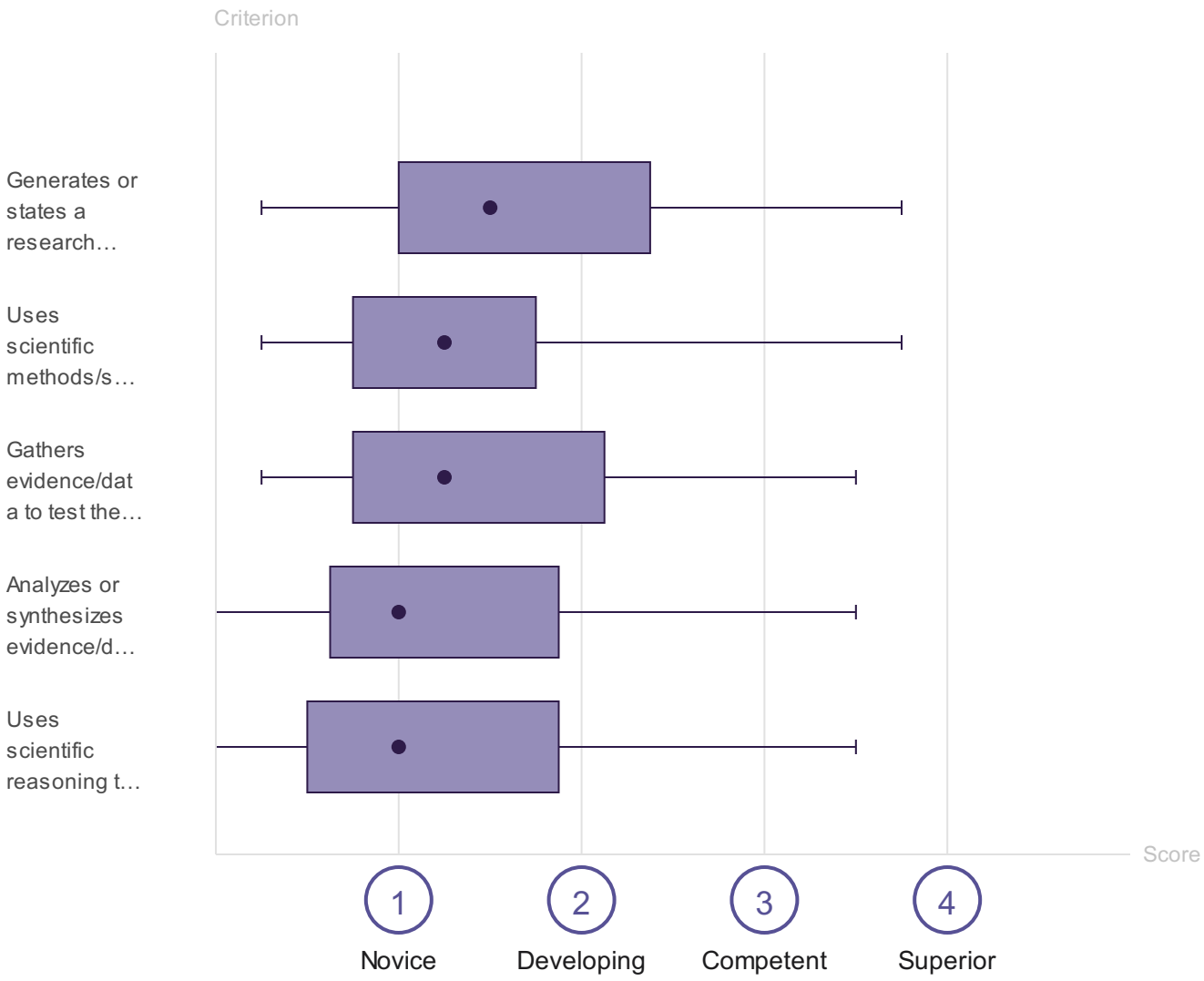
Average Score: 1.33

Number of Submissions: 59

Number of Scores: 236

Outcome Performance Report: Scientific Reasoning

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: Scientific Reasoning

Score Distribution by Criterion chart details

Generates or states a research question and/or experimental objective that can be investigated using scientific methods/scientific reasoning

Maximum Score: 3.75
Minimum Score: 0.25
Median Score: 1.5
Number Of Submissions: 59

Uses scientific methods/scientific reasoning

Maximum Score: 3.75
Minimum Score: 0.25
Median Score: 1.25
Number Of Submissions: 59

Gathers evidence/data to test the hypothesis or thesis statement

Maximum Score: 3.5
Minimum Score: 0.25
Median Score: 1.25
Number Of Submissions: 59

Analyzes or synthesizes evidence/data to evaluate the hypothesis

Maximum Score: 3.5
Minimum Score: 0
Median Score: 1
Number Of Submissions: 59

Uses scientific reasoning to draw conclusion(s) based on the analysis of the evidence/data

Maximum Score: 3.5
Minimum Score: 0
Median Score: 1
Number Of Submissions: 59

Spring 2023

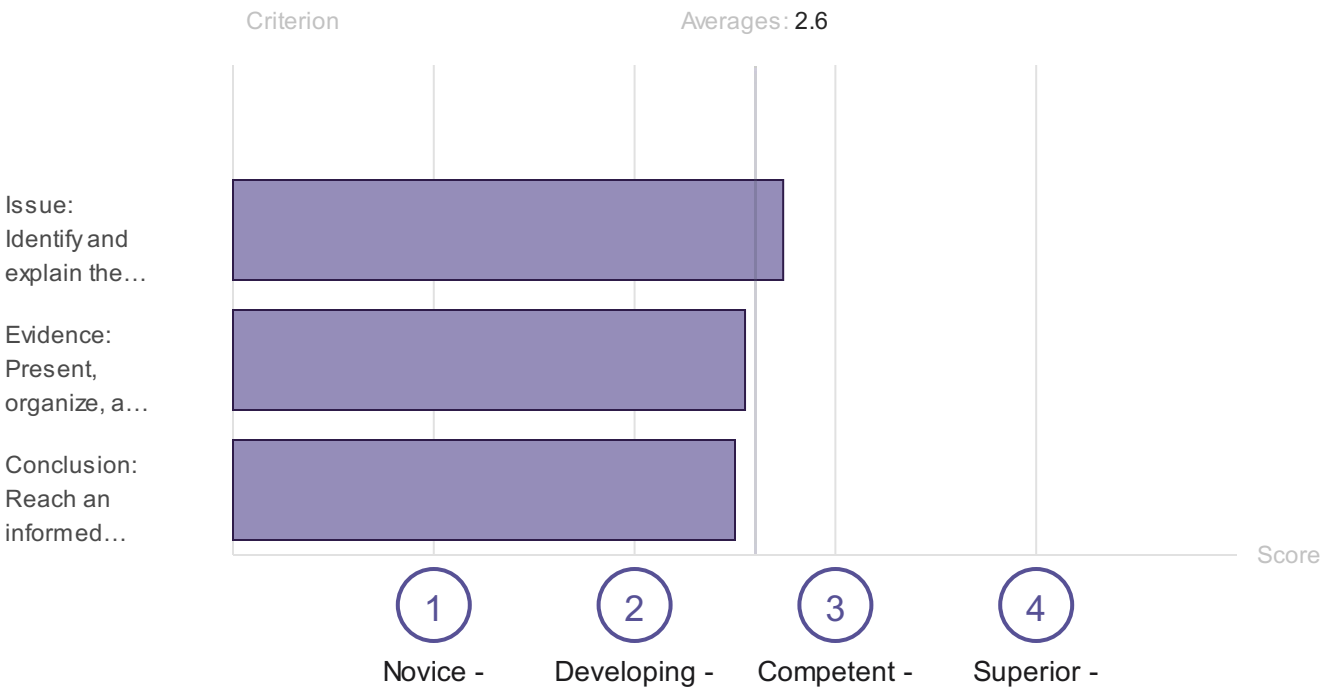
Outcome Performance Report: EDUCATIONAL OUTCOME 2

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by **All Criteria**

Outcome Performance Report: EDUCATIONAL OUTCOME 2

AVERAGE BY CRITERION



Outcome Performance Report: EDUCATIONAL OUTCOME 2

Average by Criterion chart details

Issue: Identify and explain the issue, problem, or question.

Average Score: 2.74

Number of Submissions: 172

Number of Scores: 526

Evidence: Present, organize, and evaluate sufficient and relevant evidence.

Average Score: 2.55

Number of Submissions: 172

Number of Scores: 526

Conclusion: Reach an informed conclusion or solution.

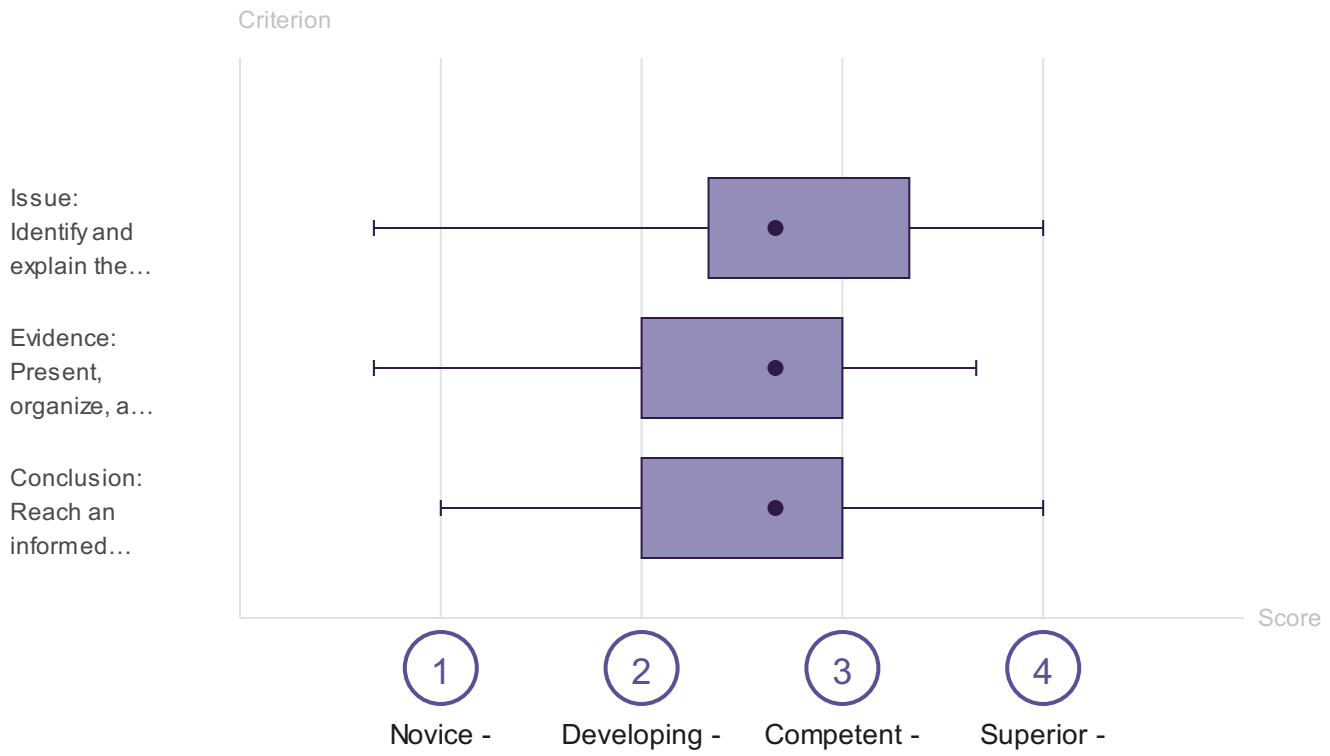
Average Score: 2.5

Number of Submissions: 172

Number of Scores: 526

Outcome Performance Report: EDUCATIONAL OUTCOME 2

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: EDUCATIONAL OUTCOME 2

Score Distribution by Criterion chart details

Issue: Identify and explain the issue, problem, or question.

Maximum Score: 4

Minimum Score: 0.67

Median Score: 2.67

Number Of Submissions: 172

Evidence: Present, organize, and evaluate sufficient and relevant evidence.

Maximum Score: 3.67

Minimum Score: 0.67

Median Score: 2.67

Number Of Submissions: 172

Conclusion: Reach an informed conclusion or solution.

Maximum Score: 4

Minimum Score: 1

Median Score: 2.67

Number Of Submissions: 172

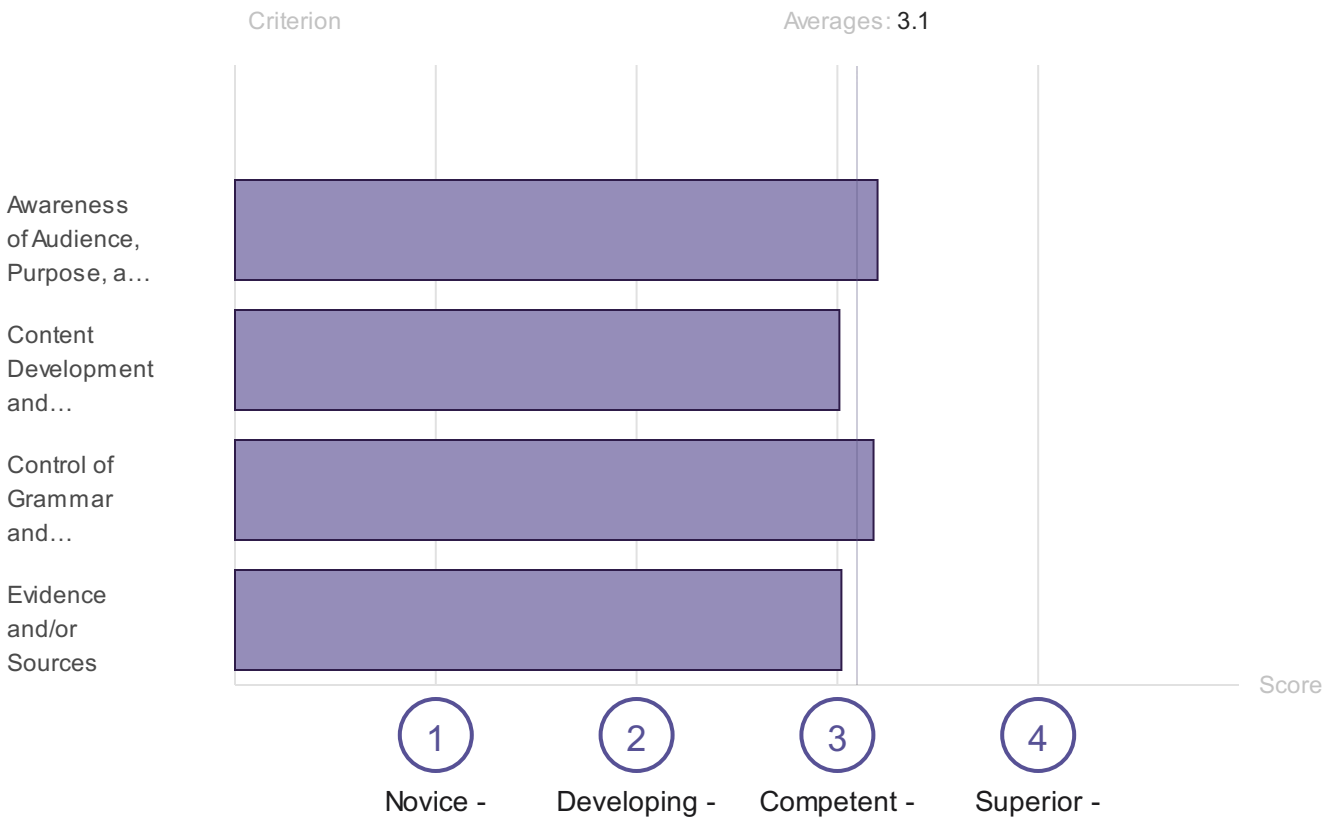
Outcome Performance Report: WRITING RUBRIC

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by **All Criteria**

Outcome Performance Report: WRITING RUBRIC

AVERAGE BY CRITERION



Outcome Performance Report: WRITING RUBRIC

Average by Criterion chart details

Awareness of Audience, Purpose, and Genre

Average Score: 3.2

Number of Submissions: 15

Number of Scores: 47

Content Development and Organization

Average Score: 3.01

Number of Submissions: 15

Number of Scores: 47

Control of Grammar and Mechanics

Average Score: 3.18

Number of Submissions: 15

Number of Scores: 47

Evidence and/or Sources

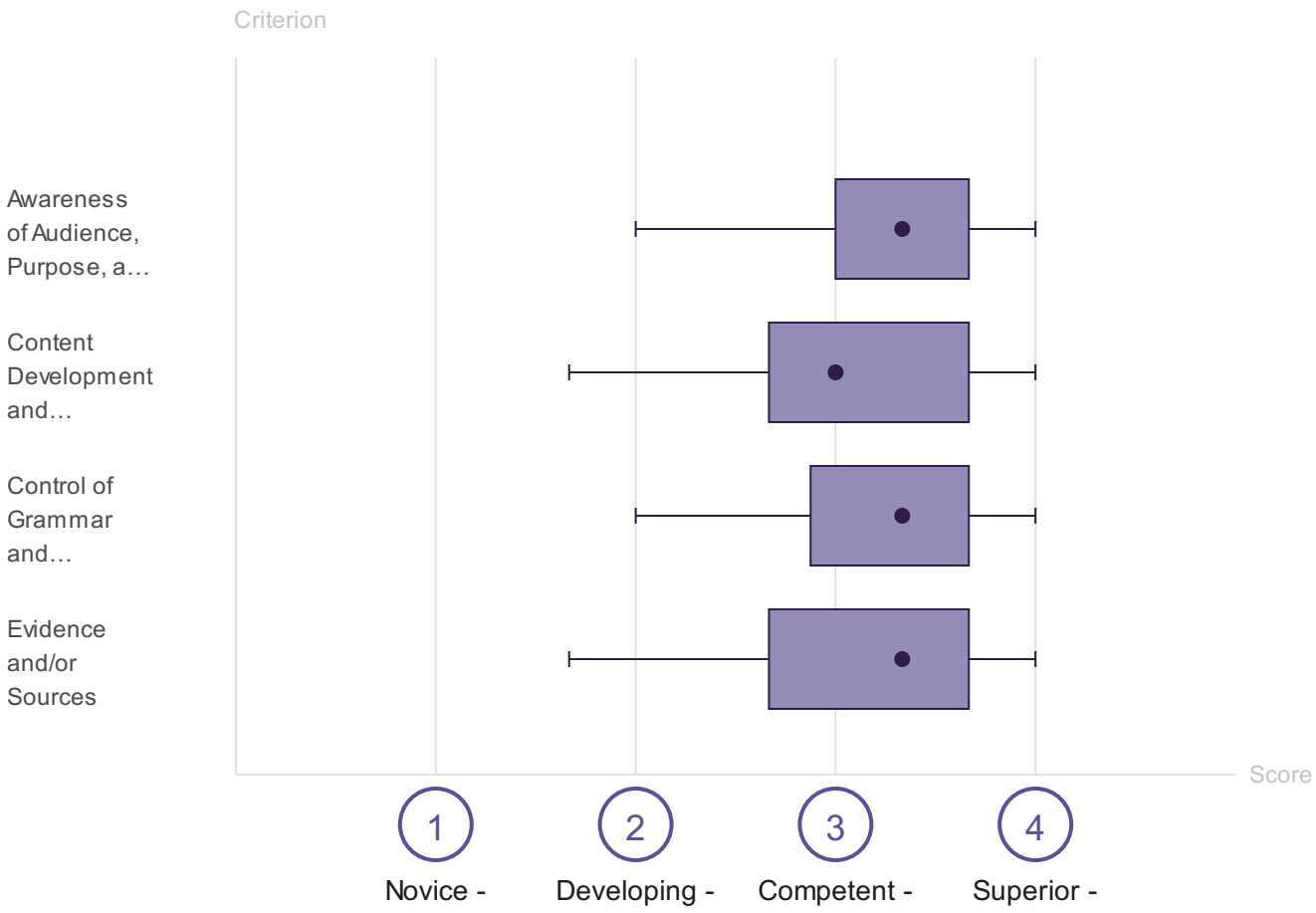
Average Score: 3.02

Number of Submissions: 15

Number of Scores: 47

Outcome Performance Report: WRITING RUBRIC

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: WRITING RUBRIC

Score Distribution by Criterion chart details

Awareness of Audience, Purpose, and Genre

Maximum Score: 4
Minimum Score: 2
Median Score: 3.33
Number Of Submissions: 15

Content Development and Organization

Maximum Score: 4
Minimum Score: 1.67
Median Score: 3
Number Of Submissions: 15

Control of Grammar and Mechanics

Maximum Score: 4
Minimum Score: 2
Median Score: 3.33
Number Of Submissions: 15

Evidence and/or Sources

Maximum Score: 4
Minimum Score: 1.67
Median Score: 3.33
Number Of Submissions: 15

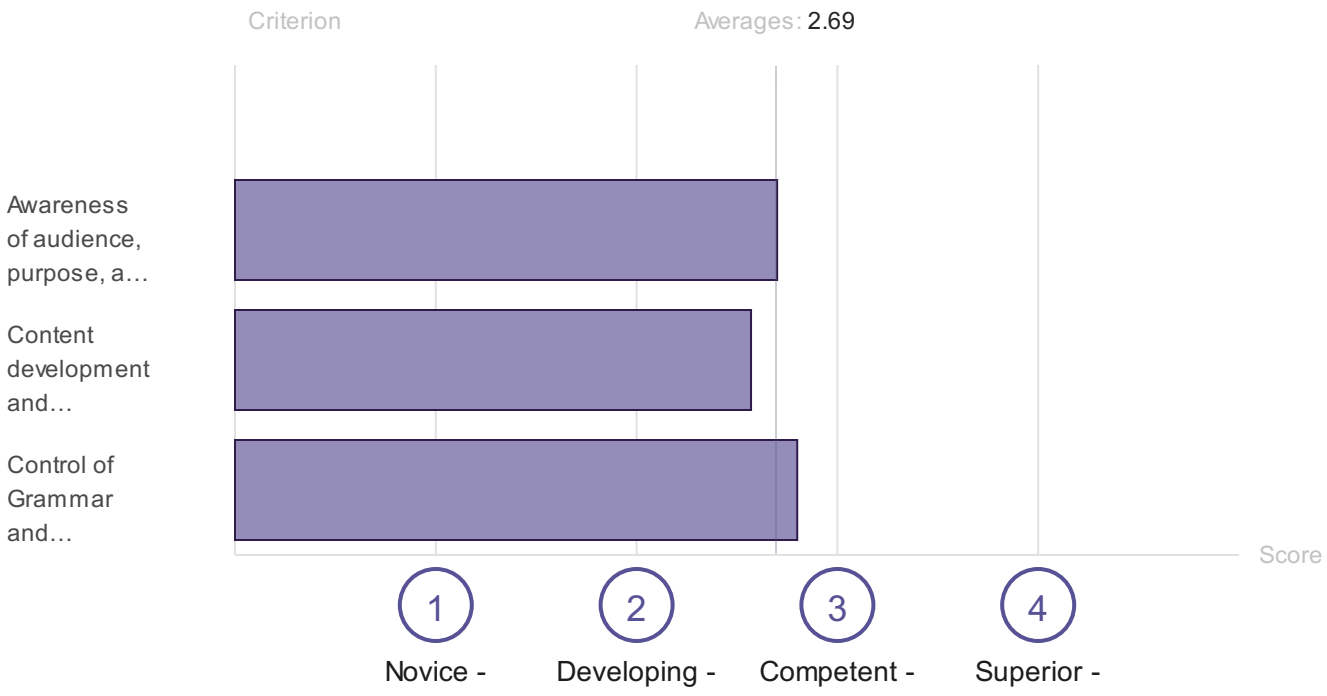
Outcome Performance Report: EDUCATIONAL OUTCOME 1

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by **All Criteria**

Outcome Performance Report: EDUCATIONAL OUTCOME 1

AVERAGE BY CRITERION



Outcome Performance Report: EDUCATIONAL OUTCOME 1

Average by Criterion chart details

Awareness of audience, purpose, and genre

Average Score: 2.7

Number of Submissions: 157

Number of Scores: 479

Content development and organization

Average Score: 2.57

Number of Submissions: 157

Number of Scores: 479

Control of Grammar and Mechanics

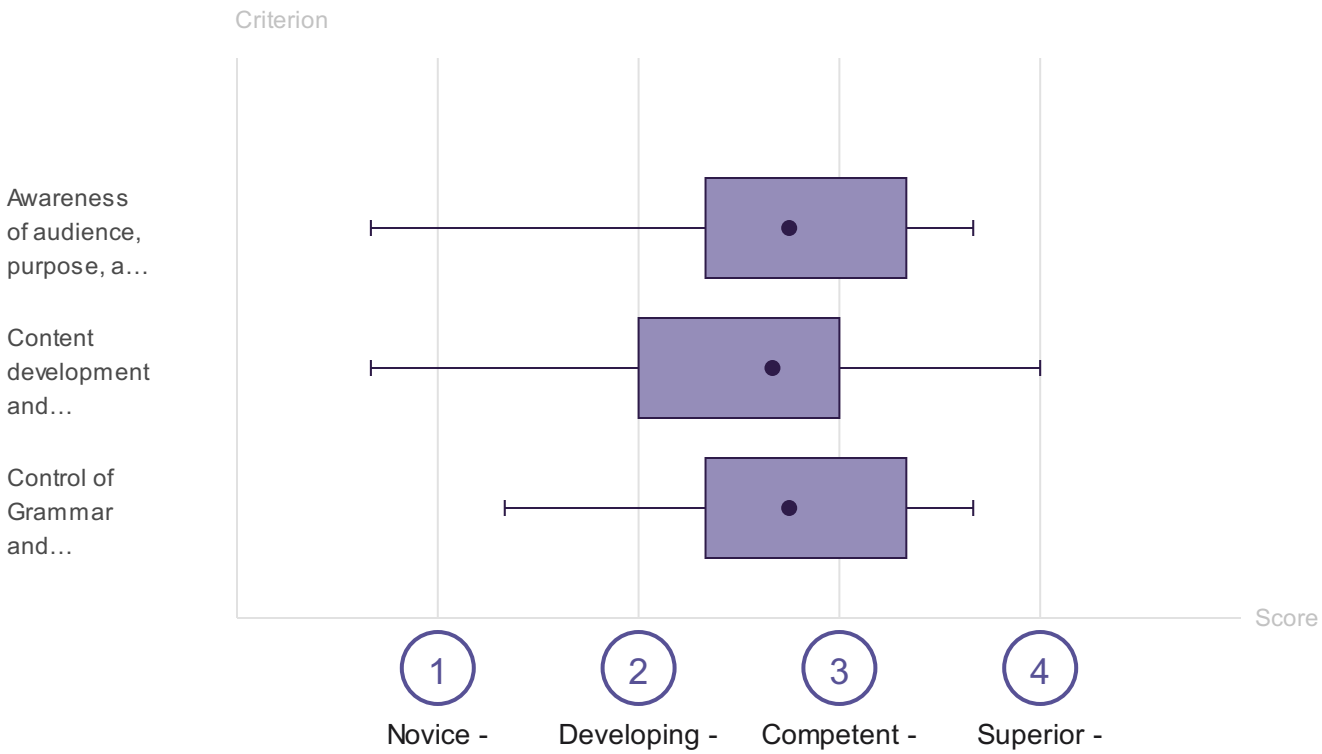
Average Score: 2.8

Number of Submissions: 157

Number of Scores: 479

Outcome Performance Report: EDUCATIONAL OUTCOME 1

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: EDUCATIONAL OUTCOME 1

Score Distribution by Criterion chart details

Awareness of audience, purpose, and genre

Maximum Score: 3.67

Minimum Score: 0.67

Median Score: 2.75

Number Of Submissions: 157

Content development and organization

Maximum Score: 4

Minimum Score: 0.67

Median Score: 2.67

Number Of Submissions: 157

Control of Grammar and Mechanics

Maximum Score: 3.67

Minimum Score: 1.33

Median Score: 2.75

Number Of Submissions: 157

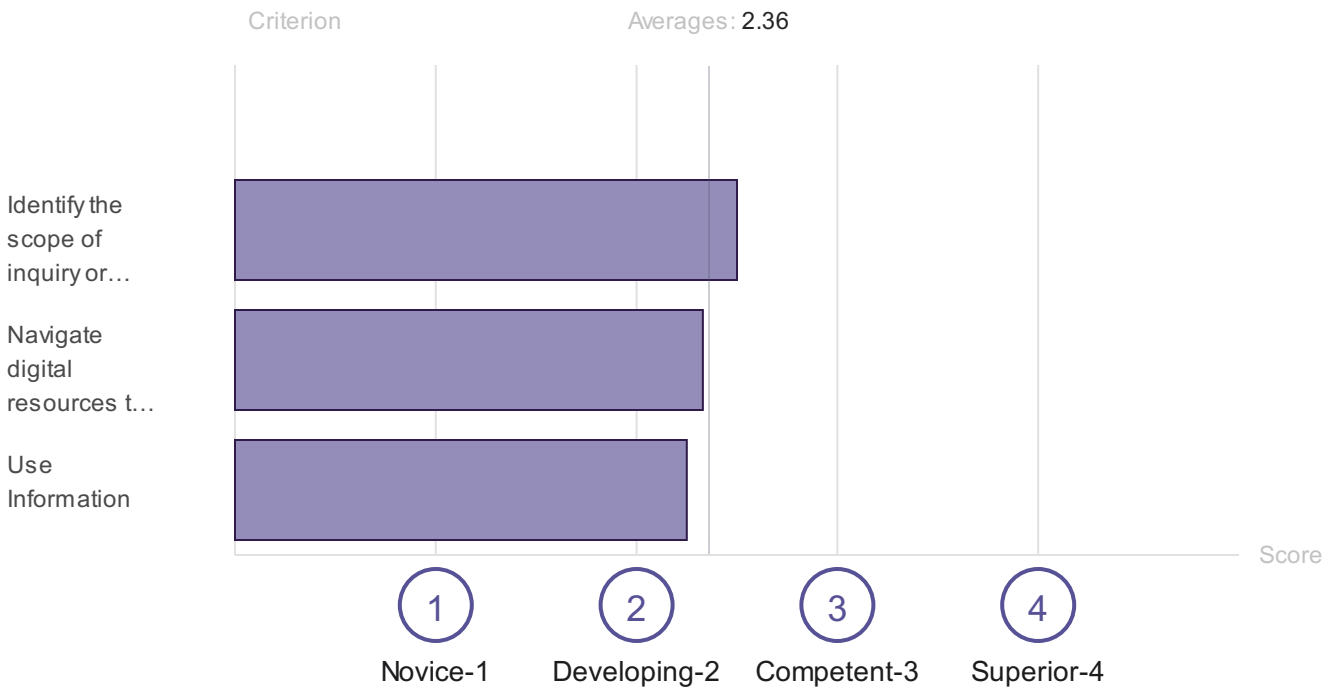
Outcome Performance Report: INFORMATION MANAGEMENT

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by **All Criteria**

Outcome Performance Report: INFORMATION MANAGEMENT

AVERAGE BY CRITERION



Outcome Performance Report: INFORMATION MANAGEMENT

Average by Criterion chart details

Identify the scope of inquiry or investigation needed for the assignment.

Average Score: 2.5

Number of Submissions: 66

Number of Scores: 201

Navigate digital resources to obtain relevant Information

Average Score: 2.33

Number of Submissions: 66

Number of Scores: 201

Use Information

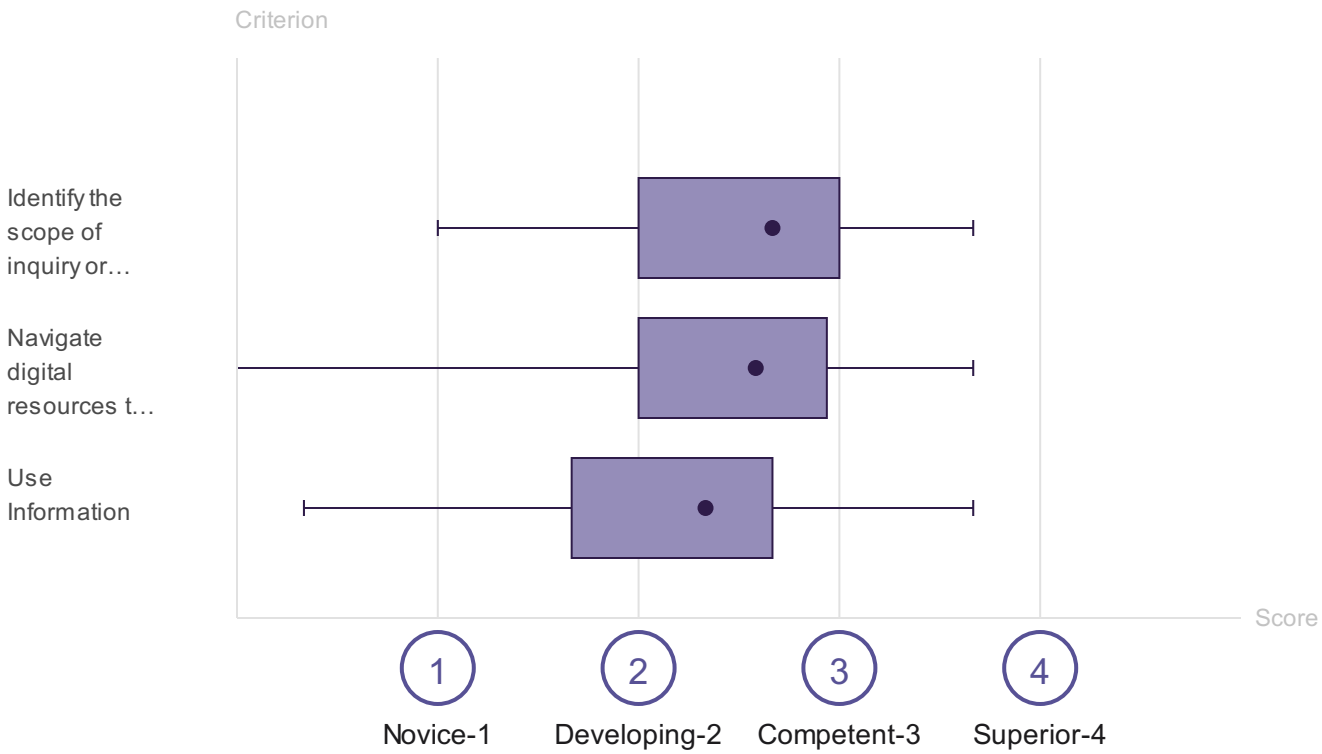
Average Score: 2.25

Number of Submissions: 66

Number of Scores: 201

Outcome Performance Report: INFORMATION MANAGEMENT

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: INFORMATION MANAGEMENT

Score Distribution by Criterion chart details

Identify the scope of inquiry or investigation needed for the assignment.

Maximum Score: 3.67
Minimum Score: 1
Median Score: 2.67
Number Of Submissions: 66

Navigate digital resources to obtain relevant Information

Maximum Score: 3.67
Minimum Score: 0
Median Score: 2.58
Number Of Submissions: 66

Use Information

Maximum Score: 3.67
Minimum Score: 0.33
Median Score: 2.33
Number Of Submissions: 66

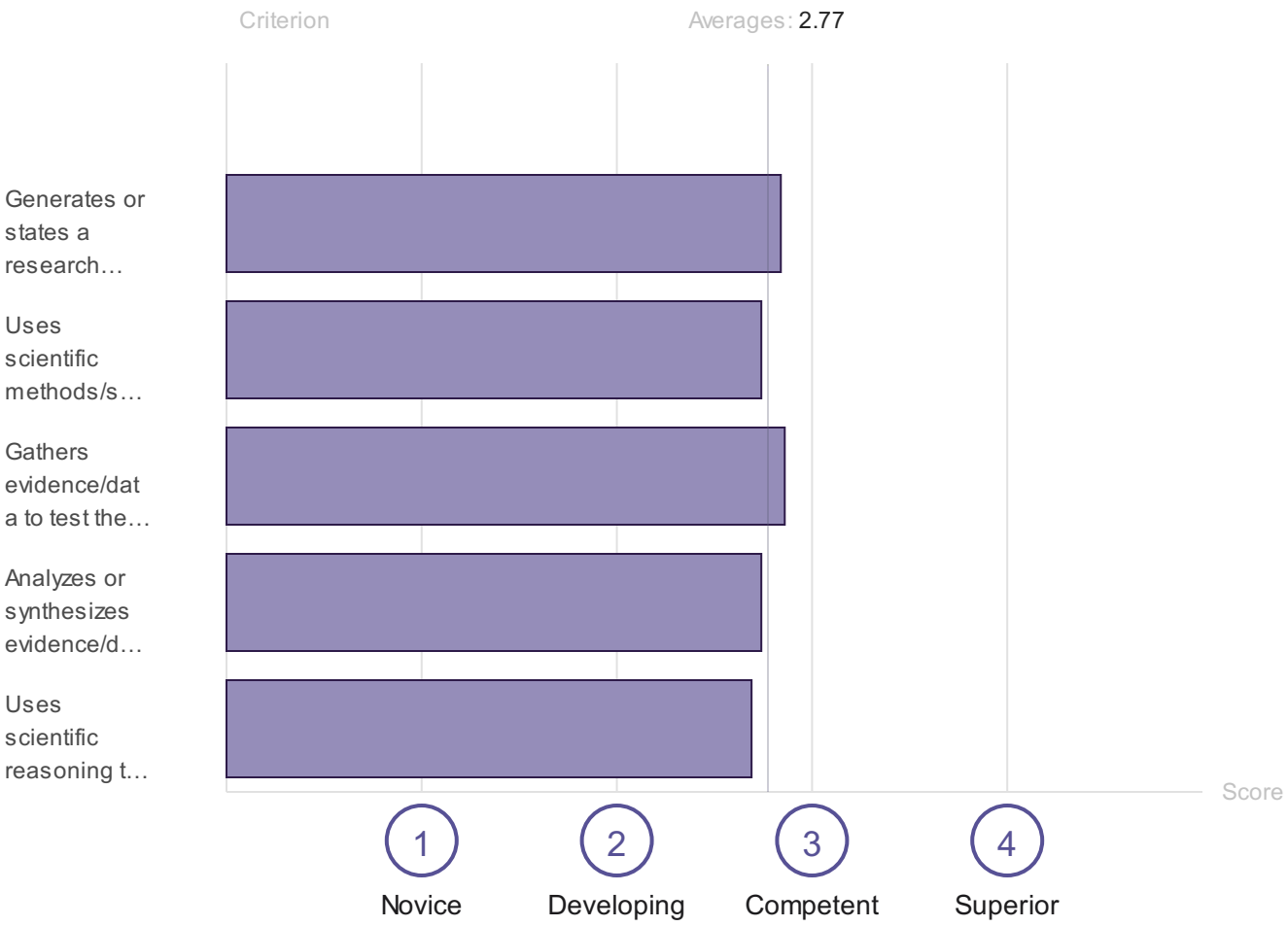
Outcome Performance Report: Scientific Reasoning

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by **All Criteria**

Outcome Performance Report: Scientific Reasoning

AVERAGE BY CRITERION



Outcome Performance Report: Scientific Reasoning

Average by Criterion chart details

Generates or states a research question and/or experimental objective that can be investigated using scientific methods/scientific reasoning

Average Score: 2.84
Number of Submissions: 26
Number of Scores: 80

Uses scientific methods/scientific reasoning

Average Score: 2.74
Number of Submissions: 26
Number of Scores: 80

Gathers evidence/data to test the hypothesis or thesis statement

Average Score: 2.86
Number of Submissions: 26
Number of Scores: 80

Analyzes or synthesizes evidence/data to evaluate the hypothesis

Average Score: 2.74
Number of Submissions: 26
Number of Scores: 80

Uses scientific reasoning to draw conclusion(s) based on the analysis of the evidence/data

Average Score: 2.69
Number of Submissions: 26
Number of Scores: 80

Outcome Performance Report: Scientific Reasoning

SCORE DISTRIBUTION BY CRITERION

Outcome Performance Report: Scientific Reasoning

Score Distribution by Criterion chart details

Generates or states a research question and/or experimental objective that can be investigated using scientific methods/scientific reasoning

Maximum Score: 3.67
Minimum Score: 2
Median Score: 3
Number Of Submissions: 26

Uses scientific methods/scientific reasoning

Maximum Score: 3.67
Minimum Score: 1.67
Median Score: 2.67
Number Of Submissions: 26

Gathers evidence/data to test the hypothesis or thesis statement

Maximum Score: 3.67
Minimum Score: 2
Median Score: 3
Number Of Submissions: 26

Analyzes or synthesizes evidence/data to evaluate the hypothesis

Maximum Score: 3.67
Minimum Score: 1.67
Median Score: 3
Number Of Submissions: 26

Uses scientific reasoning to draw conclusion(s) based on the analysis of the evidence/data

Maximum Score: 3.67
Minimum Score: 1.33
Median Score: 2.67
Number Of Submissions: 26